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# SCHOOL LIFE



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# SCHOOL LIFE

Congress, in 1967, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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## Thanksgiving Thankfulness



MANY educators who one day taught reading from the old McGuffey Readers may recall the story of "Harry's Riches." Although not particularly "timed" in the book to be studied at Thanksgiving, it is nevertheless a good Thanksgiving thought.

The young American had been playing with another youth "who lived in a fine house, and on Sundays rode to church in the grandest carriage to be seen in all the country round." Harry was downcast, so the story goes, because Johnny had "money in both pockets and could get ever so much more if he wanted it."

A wise old uncle used some effective pedagogy. He diverted the lad's depression by offering him huge sums of money for his eyes, for his hearing, for a right arm, for a left, for his hands, for his feet, for his nose, and finally further astonished the "poor little boy" by an offer of \$10,000 cash for the boy's mother and \$5,000 for the baby!

The young American learned in this lesson that he possessed treasures which "money in both pockets" can never buy. His final words in the story are, "Isn't God good to make everybody so rich?"

When we ask ourselves what we would take, in mere money, for our *treasures* comparable to those of the boy in the story, our spirit of Thanksgiving becomes more real.

Our American schools are recovering their ground lost during the years of world depression. For that we can be deeply appreciative as a Nation. Today approximately 33,000,000 boys, girls, and adults are seeking education in schools and training classes.

More than 6,000,000 youths are enrolled in America's high schools and 1,000,000 young men and women are pursuing higher learning in our colleges and universities—the highest numbers for any year in the history of our country. Other educational trends in America today show:

A tremendous increase in civic education through an aroused interest in public forums and discussion groups under both public and private auspices. There are additional opportunities in vocational education for training of skilled workers to meet the needs of changes in industry; better training and extended placement for the physically handicapped and disabled. We have better school buildings and facilities and further consolidation of small rural schools in the interest of economy and better educational opportunity. And today there is a smaller proportion of illiterates in our Nation than ever before in its history.

These are but a few of the many educational "treasures" for which we, as American educators, as American citizens, have genuine appreciation. In the words of the little boy in the old McGuffey Reader, "Isn't God good to make everybody so rich?"

I wish you all a cheerful Thanksgiving Day.

*J. H. Sturdenaker*

Commissioner of Education.





## Early Greek Plays

**I**N THESE days of modern theory and practice, it is sometimes profitable to enlarge one's perspective by the examination of some of the beginnings of ideas or institutions that long have been accepted by civilized peoples. Just as we look back with pride over three centuries to the founding of Harvard College and see its influence in the extraordinary growth of higher education in this country, we may go back much farther for important sources of educational subject matter and inspiration of different kinds now in use by our universities and colleges.

### In original Greek

Greek language and literature for centuries held a high place of honor as educational mediums in colleges of arts and sciences. But other subjects have been substituted for them in most colleges today. In spite of this there are still a number of institutions that keep alive the ancient fires, and in a few colleges the fires have been burning brightly. Among these we call attention to Randolph-Macon Women's College, Lynchburg, Va. For nearly 30 years under the leadership of Prof. Mabel K. Whiteside, head of the Greek department, with the aid of the departments of art, music and physical education, the Greek department has presented the leading dramas of Aeschylus, Sophocles, Euripides and other ancient Greek dramatists. Year after year the large class of Greek students all young women, has in addition to its regular class work, presented a drama in the original Greek with such accuracy as to diction, costuming and acting that the presentations almost perfectly recreate the dramatic scenes of centuries past.

### Walton C. John, Senior Specialist in Higher Education, Office of Education, Describes Presentation of Early Greek Plays at Women's College

The play given this year was the Suppliant Women of Aeschylus who was one of the oldest and most significant of Greek dramatists. He lived between 525 and 456 B. C. The play was composed between 499 and 472 B. C. and it is the oldest European play extant.

### Ideal stage

The natural theater lying between hills on the campus is an ideal stage for the presentation of such plays.

The Suppliants deals with the flight from Egypt of the 50 daughters of Danaus of Greek descent to Argos, Greece, where they seek asylum before the altars in the sacred place just outside the city. They have come to escape forced wedlock with the 50 sons of Aegyptus. The King of Argos hears their story which proves their ancestry but hesitates for some time as to whether he should defend them from their pursuers, because he dreads war with the Egyptians. The suppliant maidens with the wool-wreathed suppliant boughs make their supplications with increasing intensity and are driven up higher on the altars in fear of the Egyptian herald who is attempting to intimidate and seize them before the close-following Egyptians arrive.

Finally, King Pelasgus decides in favor of the Danaids and frustrates the plans of the Egyptians. The drama closes with a chant of joy because justice has prevailed.

### Centuries old

Sitting on the grassy slopes of the natural theater surrounded by hundreds of visitors from all over the country it seemed almost a dream to witness the expressive chanting, the beautiful dance movements, and above all the richness of the Greek language which expresses so perfectly those deep emotions which were given dramatic expression in this play over 2,400 years ago.

Experiences of this kind help to give students as well as other observers a more adequate meaning of the power of the great classics and show clearly why this literature 25 centuries old still lives to inspire and influence our lives.

### Their Inspiration Lives On

"Wise to resolve, and patient to perform."—Homer.

"Suffering brings experience."—Aeschylus.

"He hears but half who hears one party only."—Aeschylus.

"Report uttered by the people is everywhere of great power."—Aeschylus.

"Thy wish was father to that thought."—Aeschylus.

"Light sorrows speak, but deeper ones are dumb."—Aeschylus.

"He is not a lover who does not love forever."—Euripides.



# A Century of the Kindergarten

**T**HE kindergarten celebrates its centennial—next year marks its one-hundredth birthday. It was in 1837 that Friederich Froebel conceived of his work for the nurture and healthy development of young children as an educational institution and gave it the name *kindergarten*.

Having had a lonesome and somewhat neglected childhood, Froebel founded his kindergarten on a philosophy that each individual has inherent ability to grow and develop, and rightfully should have opportunity and guidance for a happy childhood and normal development. Before centering his attention on the education of young children, Froebel had varied experiences which increased his belief in the need for developing what today might be called *creative individuality* and *self-government*. He was a natural scientist, curator of a geological museum, an architect, a soldier, which was distasteful to him, and a tutor of older boys and girls.

A breadth of interest in science, philosophy and social welfare has also characterized many of his students who regarded the kindergarten as a means of improving the race. In Germany his philosophy of education appealed not only to a group of progressive teachers but to other people of culture and broad social outlook. To these groups America owes its introduction to the kindergarten.

## First in this country

Among the refugees to the United States following the German Revolution of 1848, were Mr. and Mrs. Carl Schurz, a future general in our Civil War and United States Minister to Spain, and his wife who established the first kindergarten in the United States. Emigrating to Watertown, Wis., Mrs. Schurz opened a kindergarten in 1856 to benefit her 3-year-old daughter. Two years later a teacher from Germany, Caroline Frankenberg, returned to Columbus, Ohio, after studying with Froebel and in 1858 established a kindergarten.

In 1860, Miss Elizabeth Peabody of Boston, an active member of the Concord School of Philosophy, became interested in the philosophy of the kindergarten

Mary Dabney Davis, Nursery-Kindergarten-Primary Education Specialist, Office of Education, Reviews Kindergarten's 100-Year Span of Development



Individual choice of activities is characteristic of the modern kindergarten.

through Mrs. Schurz and opened a school for the benefit of poor children. Dissatisfied with the way her school was organized, she went to Germany to study Froebel's educational methods. While there she met Miss Emma Marwedel, an outstanding educator with a keen interest in the problems of working women. Following Miss Peabody's urgent invitation Miss Marwedel came to America in 1870, established a kindergarten training school for teachers in Washington that enjoyed the patronage of such distinguished citizens as James G. Blaine and James A. Garfield. Six

years later, at the request of Mrs. Caroline B. Severance, known as the "mother of women's clubs in America", Miss Marwedel went to Los Angeles and opened a kindergarten and a teacher-training institution. Her first student was Kate Douglas Wiggin, whose "Story of Patsy" probably did more than any other book to popularize the kindergarten. From these geographical points, the East, Middle West, and the far West, came the introduction of the kindergarten in America. Each pioneer gave her characteristic slant to the teaching methods and all of them attracted



Problems of the primary school are but a step ahead of the kindergarten in difficulty.

the attention of leaders in social and family welfare.

### Public-school kindergartens

Supported by philanthropists or by tuitions the kindergarten continued for 15 years to serve the two ends of the economic scale—the children of the well-to-do and the children of the poor. The care of the young children of the rapidly increasing foreign population was made a spear head in the Americanization work with the group of foreign-born citizens. The teacher's morning was spent with the children and the afternoon in visiting the families, teaching parents the rudiments of child hygiene, and helping them solve their family problems. This work with parents was the beginning of what is now known as parent education. In fact the original organization of the National Congress of Parents and Teachers was initiated by two women actively interested in kindergarten work and one of the organization's original objectives was to promote the kindergarten.

The first public-school program to make the kindergarten available for all children was organized in St. Louis in 1873 under the superintendency of William T. Harris. A kindergarten demonstration at the centennial exposition in 1876 caused a rapid increase in the number of public-school systems accepting the kindergarten. The record of enrollments reported to the Federal Office of Education from public and private kindergartens shows 1,252 in the

year 1873; approximately 17,000 ten years later; 225,000 in the year 1900 and 600,000 in 1924. But even the peak enrollment of 750,000 in 1930 cared for only 30 percent of the 5-year-old children in the country. Though replacements of kindergartens following the curtailments of depression years are being reported and though there has been a Nation-wide development of nursery schools through the Federal emergency relief project, the educational facilities for the 9 million children between the ages of 2 and 6 are still far from adequate.

### Problems much the same

Biennial reports of the United States Commissioners of Education from the year 1870 intrigue one's interest in the story of the kindergarten. Oddly, perhaps naturally, types of problems similar to those that confront us today were faced by the sponsors 50 and 60 years ago. Among those problems reported in the years 1870 to 1879 were the adequate preparation of teachers—"the primary department of education is at once the most important and difficult and requires in its teachers, first, the highest order of mind, secondly, the most general cultivation, and, thirdly, the most careful cherishing, greatest honor and the best pay, for it has the charge of children at the season of life when they are most entirely at the mercy of their educators" (1870); the setting of standards—"to protect from false imitations"; evaluating teaching methods; coordinating the kinder-

garten and primary-grade program—"some of the good results associated with kindergarten institutions are already naturalized in our primary schools" (1870); size of class—"6 to 12 children" (1871); tests of the value of kindergarten experience with reference to later school efficiency—"the primary teachers find kindergarten children are more intelligent, capable, and well-behaved than the ordinary run" (1873); supervision of instruction; legislative limitations upon the organization of kindergartens—"The effort to introduce kindergartens in public education is attended with embarrassment. In proposing to accept children at the age of 2½ and 3 years the kindergarten anticipates the legal school age in different States by 2 and 3 years" (1879); the application of kindergarten methods to the blind, feeble-minded, and orphaned child in institutions, to Sunday school work and to the training of colored nurses following the Civil War.

Reports of problems increased when changes developed in basic principles of teaching methods, curriculum, and organization following the advent of child psychology and research in child development initiated by G. Stanley Hall and John Dewey. Progress in the solution of these problems is also reported with due recognition of the support given by national professional organizations and with accounts of the addition of kindergarten and primary services through the Government office.

During the past few years there has been discussion of Nation-wide and State-wide planning for the education of children below the age of 6. These reports of the kindergarten in American education coupled with current suggestions to make the kindergarten the first elementary grade and to incorporate some of the emergency nursery schools in the school program, suggest Nation-wide and State-wide planning as an appropriate way to celebrate this centennial of the kindergarten. Whatever planning may be done, it is interesting to revert again to the 1870 report and note the confidence felt in American hospitality to an educational program for young children.

"But to no country is it (the kindergarten) adapted so entirely as to America, where there is no hindrance of aristocratic institution, nor mountain of ancient custom, to interfere with a method which regards every human being as a subject of education, intellectual and moral as well as physical from the moment of birth, and as heir of universal nature in cosovereignty with all other men, endowed by their Creator with equal rights to life, liberty, and the pursuit of happiness."

# High-School and College Graduates

**T**HE INCREASE in the educational level of the people of the United States is well illustrated by the increasing number of college baccalaureate degrees and the number of secondary school graduates each succeeding year.

Beginning with 1870 and ending with 1936 there were 1,840,937 men and 1,035,527 women or a total of 2,876,464 first-degree graduates of colleges and universities. During the same period 6,746,406 boys and 8,653,991 girls or a total of 15,400,397 graduated from the commonly accepted courses in public and private secondary schools. Due to the recentness of the majority of these graduations 87.4 of the college graduates and 93.4 of high-school graduates are still living in 1936.

## Census life tables

Assuming that college and high-school graduates live as long as the general average of the entire population, the number of those still living is calculated by using the life tables of the United States Bureau of the Census. These life tables give the number of persons dying at each year of age. The question may arise as to whether or not individuals with more educational training may not live longer, but this problem has not been taken into consideration in this article. Life tables for white men and women have been used throughout, as only a relatively small number of Negroes has been reported and in most instances they have not been segregated in the statistics. The average age at which high-school pupils graduated has been assumed to be 18 years and the average age of college graduates is taken as 22 years of age at their last birthday. Any older graduates would be compensated by graduates in schools where the elementary and secondary are 11 years.

In 1870, 7,591 men and 1,780 women or a total of 9,371 college graduates were reported to the Office of Education. Using the Bureau of the Census life tables it is calculated that 338 men and 118 women or a total of 456 of these were still living in 1936. The greatest number of college graduates reported in any one year was in

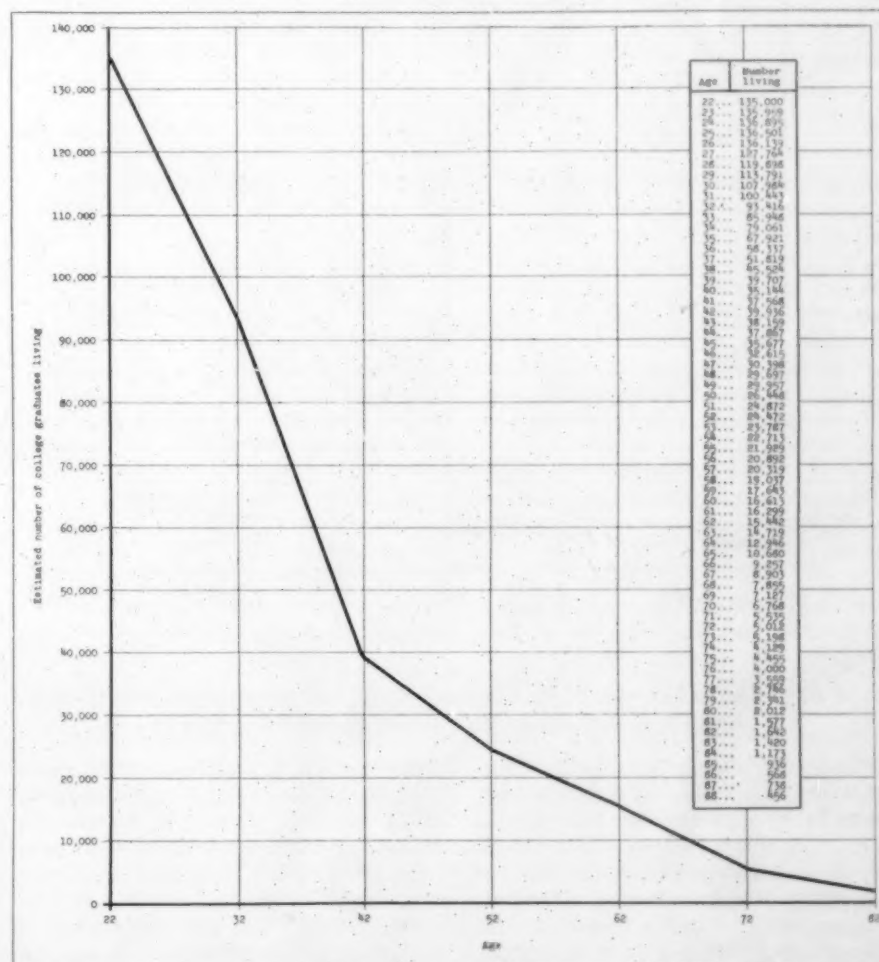
**David T. Blose, Statistician, Office of Education, Tells an Interesting Story With Figures Beginning With 1870 on Down to 1936**

1932 when 83,271 men and 54,792 women received their first degrees. It is estimated that 82,069 men and 54,070 women or 136,139 of these are still living in 1936. Forty percent of the 2,515,343 living graduates in 1936 are below 30 years of age, 70 percent are below 40, and only 16 percent are 50 years of age or over. Only 2 graduates of each 100 reported have reached their allotted three score and ten.

The greatest rate of increase of graduates per unit of population seems to be over, and in future years we may expect a greater percentage of older living graduates.

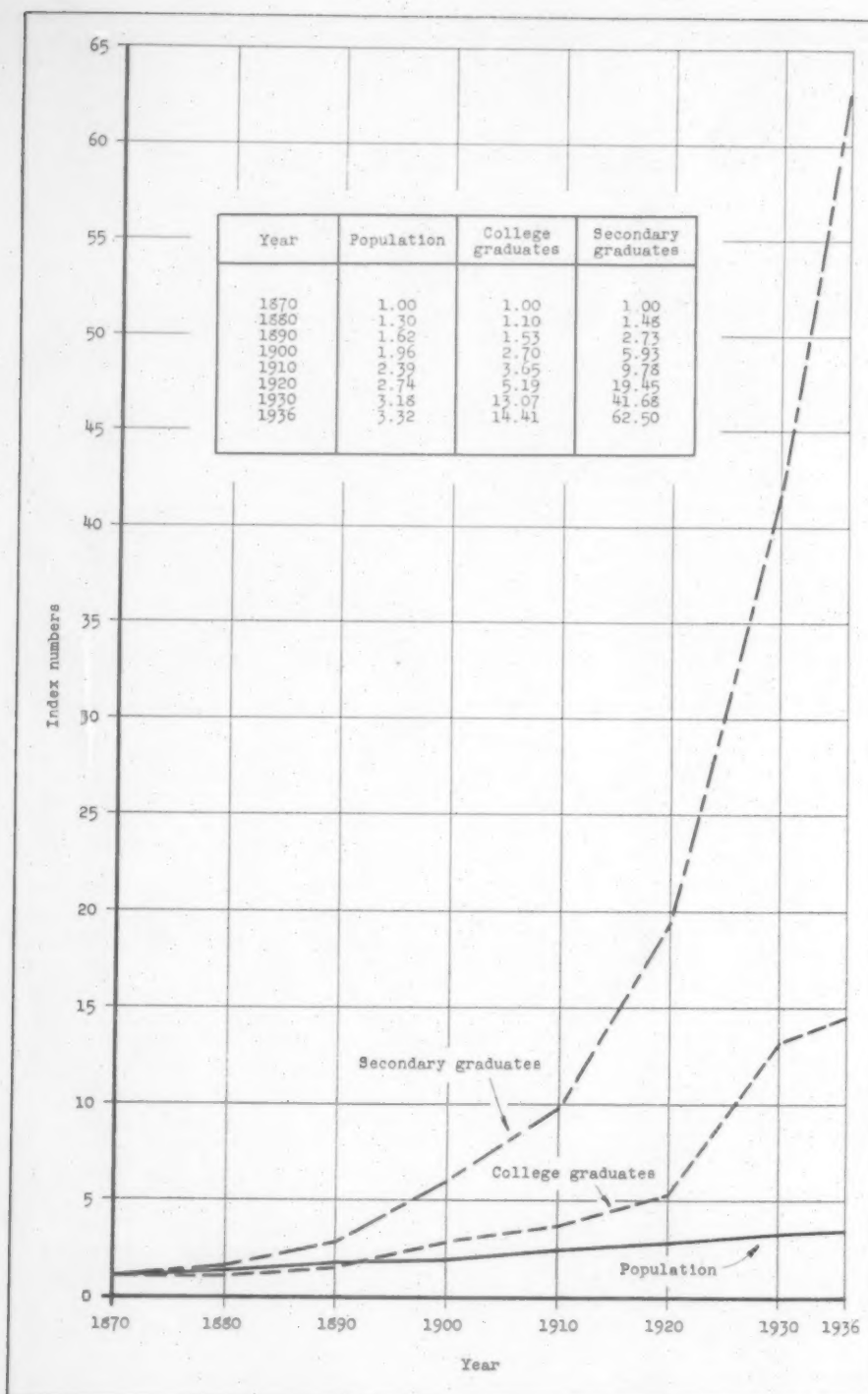
## Secondary rate greater

The number of secondary school graduates has shown a much greater rate of increase than college graduates. In 1936,



**Graph A.—Estimated number of college graduates living (1936) at each age from 22 to 88 years of age.**





Graph B.—Index of increase of population, college, and secondary graduates using the population, college, and secondary graduates of 1870 as 1.00.

1 of every 128 persons in our entire population graduated from secondary school, but in 1870 only 1 of every 2,410 graduated. This would indicate that the number of secondary school graduates per unit of population has increased 19 times in 66 years. College graduates have increased five times per unit of population in the same period.

In 1870 there were 16,000 secondary graduates reported to the Office of Educa-

tion. In 1936 it is estimated that there are 1,000,000 secondary school graduates. Using the total number of 18-year old persons of the population in 1936 as a basis, 43.5 percent were graduated from high school in that year. Recent statistics indicate that about one-third of the young people of high-school age (14 to 17, inclusive), are not in full-time day schools. Although some of these may have already graduated, it still indicates

that much more provision should be made for young people of high-school age even though the United States has probably more secondary pupils than all the rest of the world combined.

It is estimated that of the 6,746,406 boys and 8,653,991 girls or a total of 15,400,397 pupils were graduated from high school since and including 1870. Of these 6,277,791 men and 8,098,991 women or a total of 14,376,782 are still living in 1936 including the 2,515,343 who have continued their education through college graduation. Sixty percent of the total number of living high-school graduates are in the 30 percent of the population 18 years of age and over who are less than 30 years of age. The population 30 years of age and over, which is 70 percent of the total population of graduating age and over has only 40 percent of the living high-school graduates. Subtracting the high-school graduates who also graduated from college there would remain 11,861,439 living high-school graduates who either did not go to college or did not stay long enough to graduate.

### The graphs

The accompanying graph A shows the youthfulness of living college graduates. Graph B beginning with the year 1870 shows the rapid increase in the number of college graduates and the more rapid increase of secondary graduates as compared with the population increase since 1870.

The general showing of these statistics indicates in no unmistakable way that the Nation is becoming better educated each succeeding year, but even then only 17.3 percent of the population 19 years of age and over has completed the secondary school, and only 3.5 percent of the population 23 years of age and over has completed a college education. In 1936, 43.5 percent of the population of high-school graduating age and 6 percent of college graduating age are being graduated from their respective institutions.

Decade	Percent of increase in—		
	Population	College graduates	High-school graduates
1870-80	30.1	10.4	47.7
1880-90	24.9	38.2	85.0
1890-1900	20.7	77.0	117.0
1900-10	21.7	35.0	64.9
1910-20	14.9	42.3	99.0
1920-30	16.1	151.9	114.3
1930-40	7.1	17.0	83.2

(Concluded on page 81)

# Modernizing a Small High School

CAROL WOOSTER<sup>1</sup> had recently been elected to the principalship of Culmas County High School. He entered upon that office the middle of July with the admonition of his board ringing in his ears, "Give us a modern, progressive high school." As he began to take stock of the situation he found that his total staff consisted of himself and three teachers. Two of the teachers had been employed during the previous year and the third, who 4 years ago had been graduated from Culmas High had received his appointment only yesterday. Mr. Wooster found that last year the enrollment during the midwinter months had totaled 106. Forty-three had been freshmen, 32 had been sophomores, 19 had been juniors, and 12 had been seniors. Ten of the seniors had graduated but last June.

The courses offered had consisted of those usually offered in small accredited high schools—4 years' work in English, 3 in the social sciences, 2 in mathematics, and 1 in science. The six remaining credits needed for graduation were elective but the only choice had been 2 years of work in Latin, 2 years in French, and additional courses in mathematics and the social sciences. Electives in these fields had been found most useful by those who had gone from Culmas High School to college. Desultory efforts had in the past been made to give instruction in typing, manual training, mechanical drawing, and cooking. But none of the teaching staff had specialized in these fields and the equipment available for teaching these subjects was as inadequate as the space in which the instruction was given. There had never been any instruction in the fine arts. But little constructive work had ever been done in the important fields of health, safety, or practical science. The practical arts—agriculture, homemaking, industrial arts, commerce—Culmas High School claimed to offer electives in these fields but the work done, so far as Principal Wooster was able to determine, had not been very practical, neither had the products been artistic.

<sup>1</sup> Any names of persons or places used in this article are fictitious and are used by the author only for purpose of illustration.

## W. H. Gaumnitz, Specialist in Rural Education Problems, Gives Composite Picture of Conditions in the Small High School and Its Efforts to Modernize

### The challenge

"Give us a modern, progressive high school" was the challenge. Study of this problem revealed that fully 90 percent of the offerings of Culmas High School had been intended to prepare for college; a survey of the records showed that only about 1 percent of the graduates had gone to college. Moreover, it was found that in recent years more and more pupils entering high school were making poor grades. Apparently the recent growth in enrollment was reaching farther down in the ability levels. Nearly everybody, it seemed, was now making at least a start at attending high school. Instead of attracting only the children from the so-called best families, the school was now drawing most of its pupils from the farms and from the homes of the laboring people. Even more disturbing was it to discover that last year many of those passed into the high school from the grades had been poorly grounded in the fundamentals. Notations on report cards indicated that they read poorly; their English and spelling were "atrocious."

### Parents complained

A visit to all of the homes in the district showed that the parents were not enthusiastic over the high school. They felt that it was costing a good deal, that too many children were failing, that most of the pupils were taking very little interest in the school, and that the instruction received was considered to be of little benefit to everyday life. Most of the parents had no hope that their children would attend college. They complained that the graduates could not speak the languages taught them; training in algebra and geometry had not helped those taking these courses in computing even the simplest mathematical problems; they knew nothing about keeping accounts nor had they learned

anything which would help them in getting a job.

The problem was most complex. New and more practical courses could not be added because many of the classes had already been small. The traditional courses could not be thrown over. It would be a tragedy if some bright student, wishing to go to college upon graduation, were unable to qualify. The teachers had for the most part carried excessive loads; a number of subjects had been taught in fields in which they had had little preparation in college.

### The plan

"A modern progressive high school", that is just what the new principal had hoped to have, but how was it to be done? After much careful thinking, several faculty meetings, a session or two with the board, and a fairly "hot" discussion of the situation and the proposed solution before a conference of teachers and parents, the following changes, to be worked out gradually, were decided upon:

1. The school was to be divided into a lower division consisting of the ninth and tenth grades and an upper division consisting of the eleventh and twelfth grades.

2. So far as possible the traditional classes and the study hall were to be abolished. In the fundamental fields 90-minute work periods were to be substituted. Each classroom was to become a work shop. Instead of a general study hall, each work room was to build up library and other materials essential to study and experimentation, to the development of projects, to the preparation of papers and reports, and to any other activities peculiar to a given field. One special room was to be fitted up for study through correspondence lessons, individual lesson contracts, and various other means whereby individuals or small groups might receive instruction in college preparatory and other courses not

to be offered regularly in the future. The school library, the available shop apparatus, the community's industries, and even the pupils' homes were to be drawn upon for experimentation and practical experience.

3. The basic curriculum was to be composed of the following major divisions:

- a. *A Division of Fundamental Essentials* was to include English, social science, arithmetic, business training, etc.
- b. *A Division of Practical Arts* was to include homemaking, industrial arts, commercial training, agriculture, etc.
- c. *A Division of the Fine Arts* was to include instrumental music, voice, art, crafts, designing, metal work, etc.
- d. *A Division of Science and Health* was to include biology, physiology, general science, health training, etc.

4. The work of the first 2 years was to emphasize, first of all, remedial work and growth in how and what to read, in practical writing and expression, in practical arithmetic; and next, it was to provide training in social living, in the fine arts, and in the practical arts.

The plan was designed to give every student by the end of the second year a fundamental course in social living so that if he should leave school at that time he would have the background for a richer and better life and for further growth outside of the school.

5. The work of the last 2 years was to carry on the same lines of instruction but opportunity was to be provided for electives in the college preparatory subjects, in vocational courses, and in other special lines of interest.

### Broadening teachers' interests

In addition to continued growth in two major fields which the teachers had been employed to teach, every effort was to be made to get them to broaden their interest in practical affairs, and especially in the life of the community. Instruction in specialized fields, which should demand training beyond the ability of the teacher to work out cooperatively with the pupils, and the aid of available library materials was to be supplied through the purchase by the board of special courses available from correspondence centers, self-instructive work books, and the like. This type of instruction was also to be used as a means of providing instruction in fields in which electives were too few to make group instruction economically feasible. It was decided that for the present, at least, most of the college preparatory courses, special interest courses, and individual

electives needed for training in the practical and fine arts would have to be taught through these individual instruction procedures.

### Special teachers

Courses in which enrollments were small but which seemed to demand regular class work were not only to be largely restricted to the junior and senior years, but instruction in them offered only in alternate years. Another experiment decided upon in an effort to provide training in fields which were not well adapted to supervised correspondence study and self-instruction was the employment of special teachers jointly with neighboring high schools. Thus it was hoped to secure well-trained teachers of music, of the crafts, or of vocational subjects at a third or a fourth of the cost of full-time teachers.

Various clubs, a school paper, a self-government association, a program of sports, and numerous games and parties were to be organized and fostered. These activities were to correlate as closely as possible with the work and purposes of the courses of study. Special emphasis was to be given to the development of the social graces, to character development, to self-expression, and the habits of work and play which would be useful and interesting both now and in adult life.

### Slow way surest

Mr. Wooster knew that many of the changes decided upon would have to be effected gradually. He knew that there were problems to be met in adjusting the new program to the State course of studies and to the accrediting association. He also knew that tradition, however unreasonable, had to be taken into account. But he had been careful to plan his innovations with the full knowledge and cooperation of county and State educational leaders as well as with his teachers and patrons. He believed firmly that the situation called for a heroic effort and that the plan evolved would go a long way toward giving his community "A modern and progressive high school."

### Have you seen these?

Economical Enrichment of the Small Secondary-School Curriculum. Washington, D. C., Department of Rural Education, National Education Association, 1934.

Supervised Correspondence Study — Questions and Answers. Lincoln,

Nebr., Extension Division, University of Nebraska, 1936.

High-School Instruction by Mail—A Potential Economy. Washington, D. C., U. S. Government Printing Office, 1933. (U. S. Office of Education Bulletin, 1933, No. 13.)

Practical Procedures for Enriching the Curriculums of Small Schools. Lincoln, Nebr., Extension Division, University of Nebraska, 1931.

## ★ Parent Education Progress

PARENTS by the thousands are joining study groups throughout the United States, according to reports reaching the Office of Education. Programs for parent education have been planned in many cities by directors employed by boards of education to guide parent education work. Trained lay leaders acceptable to the respective study groups conduct discussions and make personal contacts with the parents.

Full-time directors of parent education have been employed by boards of education in many cities, including Albany, Binghamton, and Schenectady, N. Y.; Dallas and Houston, Tex.; and Pasadena, Calif. In Grand Rapids, Mich., the board employs a director and the work is extended into the county. The training center at the board of education office is open to prospective leaders in the county who desire the training and who expect to work in the small districts.

The following outline from California, is one among many that have reached the Office of Education. It is suggestive for the first year or more of a study group:

1. Objectives and procedures for parent education, 4 to 8 hours.
2. The implications of individual variation, 10 to 12 hours.
3. The nervous system—its structure and function in education, 4 to 8 hours.
4. The significance of play in the education of human beings, 2 to 8 hours.
5. Means of self-expression, language, music, graphic arts, drama, rhythm, 8 to 12 hours.
6. Adolescent problems, 8 to 12 hours.
7. Delinquency as a social phenomenon, 12 to 16 hours.

It is pointed out in connection with this outline that the curriculum depends upon the experience of the group of parents in study; the ability of the professional leaders; and the opportunity for observation of children under expert guidance.

The Office of Education would appreciate information regarding any of these parent-education programs.



# Service for the Blind

**T**HE service of books for the blind is quite different from the usual library lending service, because of the physical differences in the collection and because contact with readers is more often by correspondence than by personal visits to the library. Besides maintaining and circulating a collection of books for the blind the Library of Congress cooperates with organizations, associations, and individuals interested in work for the blind and aids them with information and suggestions. The collection of books for the blind at the Library of Congress includes more than 30,000 items, in all the main branches of knowledge. During the year ended June 1935, 45,379 volumes (including 892 volumes of "Talking Books") were circulated to 4,113 blind readers. Twenty-seven libraries (public and State) serve as depositories for the Library of Congress, from all of which, books are sent to readers in all parts of the country. Congress has provided that such books may be sent without charge, even free of postage.

Due to the bulk and the high cost of books printed in raised type, a private collection is a luxury few blind readers can afford; they are therefore dependent upon library service. There are several systems of raised print in use, but the largest group of the blind read some grade of revised Braille. The expense of producing "press Braille" makes hand-copied Braille a necessity, and volunteer transcribers over a period of years have contributed many valuable volumes to the Library of Congress collection.

## Braille transcribing

Braille is a system of dots representing letters, groups of letters, figures, and punctuation marks; the dots are embossed on paper in relief, to be read by touch. This embossing may be done by hand with a simple apparatus, one copy at a time. There is a method for duplicating hand-copied Braille, which is not so high in relief as printed Braille, but is readable. After the World War, the needs of the blinded soldiers aroused the interest of many volunteer workers in hand-copying books. In 1921, the Amer-

## Library of Congress Offers Braille and Talking Books and Other Services as Described by Susan O. Futterer, Assistant Cataloger, Office of Education Library

ican National Red Cross took charge of the work with a director of Braille working in cooperation with and through the Library of Congress. Braille transcribing is taught under the auspices of the Red Cross by correspondence or in small classes under the instruction of a qualified local teacher. Hand-copied Braille has

become a specialized service and the demand for it is increasing.

Certain transcribers have devoted their efforts to copying texts and special material needed by those preparing for a business or a profession, since the limited demand for these books precludes the printing of them in the usual way.



Braille worker using the hand slate.

COURTESY OF LIBRARY OF CONGRESS.

## BRAILLE - GRADE ONE

### ALPHABET

a: b: c: d: e: f: g: h: i: j: k: l: m:  
n: o: p: q: r: s: t: u: v: w: x: y: z:

### SIGNS

Capital: Italic: Accent: Letter: Number:

### PUNCTUATION

,: ;: "': " !: ?: .: -: -... "': "':  
\$: (': )': [': ]':

### NUMERALS

1: 2: 3: 4: 5: 6: 7: 8: 9: 0:

Interest in such students has led Red Cross Braillists to copy many pages in law, insurance, philosophy, economics, French, German, and many other subjects. One volunteer transcribed the Odyssey into Greek Braille. Upon recommendation of the director of Braille and with the consent of the transcriber, the books may be presented to any library of recognized standing, which will agree to accept them and circulate them among blind readers; a large percentage has gone into the Library of Congress collection, where a union catalog will inform teachers, librarians, and students, as to what material is available and where it is located.

A proposal has been made to establish a special students' library, independent of all other collections, as it is believed that a centralized special library could offer Nation-wide service better than regional libraries. Such a collection would contain existing textbooks and reference material and would minister to the needs of students all over the country.

### Union catalog

A union catalog of hand-copied books now in circulation was completed during the past year. It includes about 6,000 entries, compiled with the cooperation of all the libraries for the blind. It will be issued in both Braille and ink-print. This will be a companion work to the union catalog of press-made books, prepared by Miss Goldthwaite, librarian for the blind, New York Public Library. The union catalog is invaluable for the reader and the librarian, for it eliminates much searching and correspondence and enables a student to locate promptly all material in Braille on a certain subject.

### Talking book

Perhaps not more than one-fourth of the blind people in the United States make any practical use of books in raised

type. Reading by touch is a slow and fatiguing method and many of the blind have lost their sight at an advanced age, which makes it difficult for them to learn the art of reading by touch, or manual labor may have lessened the sensitivity of the fingers. The Talking Book is the latest development in books for the blind.

The Talking Book is a book recorded on long-playing phonograph disk records. Each disk will play for more than half an hour, and an entire book of average length may be recorded on twelve to fifteen 12-inch disks. The electric Talking Book machine is a combination phonograph and radio set contained in a single unit, so that when closed it may be carried with ease. The machines and records are made under the auspices of the American Foundation for the Blind and are sold at cost. Various religious, social, and civic groups have bought Talking Book machines for blind people who could not afford to buy them. The Talking Book service at the Library of Congress began with the distribution of records in October 1934. The first titles included modern popular fiction, five plays by Shakespeare, parts of the Bible, poetry, and patriotic documents. Since then many new titles have been added. The recordings are made by professionally trained readers and have been received with enthusiastic approval. The records provided by the Library of Congress under Federal appropriation are sent to the distributing libraries scattered over the United States and may be borrowed by a blind person in the same way a Braille book is borrowed.

Many letters are received at the Library of Congress from blind readers expressing their appreciation for the excellent service and their enjoyment of the borrowed books, for to the blind, as to the sighted, "books are gates to lands of pleasure."

The Talking Book has passed the experimental stage, and its success marks a turning point in library work for the

blind. The interest in this service is not confined to the United States. The Talking Book Bulletin issued by the American Foundation for the Blind, December 1935, states:

Readers will be interested to learn that the National Institute for the Blind, in London, is also engaging in the production of Talking Books, and it is hoped that eventually plans for the interchange of records between England and our country may be worked out. The American Braille Press, with headquarters in Paris, is conducting research in this field and if their experiments prove successful, a library of French Talking Books may be envisioned. Canada and Australia are establishing Talking Book libraries with records purchased from the Foundation, and we have shipped at least one demonstration reading machine to China, Ireland, Italy, Japan, Norway, Sweden, and even to far-off South Africa.

### W. P. A. Braille maps

Forty-five thousand Braille maps are now being distributed by the Works Progress Administration to 78 schools for the blind, according to recent announcement by the W. P. A.

The maps, illustrating important periods in history, are supplemented by up-to-date geographical maps of every State in the Nation and every country in the world. They were produced at the Perkins Institution for the Blind, Watertown, Mass., as a Works Progress Administration project.

"Historical maps for the blind have heretofore been unobtainable and the sum total of paper maps in Braille from all sources, including England, has been small", Dr. Gabriel Farrell, director of the Perkins Institution and the W. P. A. project, explained. The new maps are made of paper, as wooden maps, the old type, were found too expensive and bulky for schoolroom use.

The modern map-making process was developed at the institution especially for this project through perfection of two inventions to improve embossing methods. Forty-four workers, ten of whom are blind, are employed on the project. The maps are printed on heavy white paper.

In preparing the sets, which are distributed to schools in lots of 400 each, the workers first prepare three simple types. The first is an outline map with dots and dashes to indicate boundaries. The second is a physical map with masses of large raised dots to indicate mountains, and masses of tiny dots to show bodies of water. The third is a political map with capitals symbolized by large dots with rings around them, and other cities by smaller dots.

By running their fingers repeatedly over maps of their home city, blind children at the Perkins Institution have visualized the routes and points of interest so successfully as to instruct the guides who were leading them, it is claimed.

# Programs for Leadership Training



## Ellen C. Lombard, Associate Specialist in Parent Education, Tells of the Increasing Demand for Recognizing the Needs of Leaders of Parents' Groups

**P**LANS FOR 1937 summer sessions for teacher-training in colleges, universities and State teachers colleges are now well under way. By the first of the year directors of summer schools will have made final decisions as to the scope of the curriculum to be offered. They will know whether or not there will be included in the plans a unit or part of a unit of work in home and school cooperation offered to teachers for credit. They will have decided whether or not they will open the doors of the institution to leaders of parent-teacher groups and to others interested in the cooperation of parents and teachers; and whether or not the instruction will be in the nature of conferences, short courses, classes, or institutes. In many States there is an increasing demand for recognition by teacher-training institutions of the needs of leaders of parents' groups even though this recognition be given without credit features.

### Sponsoring institutions

The past summer at least 30 institutions of higher learning in 15 States offered leaders of parents' groups instruction in child study, parent education, or in parent-teacher techniques, or in all three of these fields. Among those institutions sponsoring such activities were the Universities of Alabama, Florida, Georgia, Iowa, Maryland, New Hampshire, North Carolina, Tennessee, Virginia, West Virginia, and Columbia and Yale Universities.

Many State teachers colleges held conferences or institutes for a combination of techniques in parent education and parent-teacher work. Such insti-

tutes were conducted in Connecticut, Florida, Kansas, Michigan, North Carolina, and Tennessee.

Parents, leaders of study groups of parents and others working with adults and children were offered a series of practical courses at Mills College (Calif.) summer session. These courses dealt with the mental, physical, and social development of the child, and family and community relationships. The work was given in the form of lectures, round tables, and individual conferences.

The program offered at the 5-day parent-teacher summer conference at Yale University combined parent-education with parent-teacher organization techniques. Parliamentary law, leadership of parents' groups, standards in organizing and maintaining parent-teacher associations were presented by lecture, discussion and demonstration methods. One hundred and seventy individuals registered for this work.

The Iowa Conference on Child Development and Parent Education was arranged for 3 days and was open to anyone interested in the study of the child, without fee. For 10 successive years a conference has been held at the State University of Iowa by which the program is planned. Topics for the 1936 program centered around one main theme, "Education for Family Life."

A 4-days' conference for parent-teacher members, and others interested, was conducted at the Kansas State College (Manhattan) where group and individual conferences were held and class work and training in leadership were conducted. The social as well as educational value of these conferences should be recognized as a factor.

### Live in dormitories

At some of the universities, such as those in New Hampshire and Maryland, the members are housed in the dormi-

tories at a nominal charge. This tends to encourage the social aspect of the conferences and offers opportunity for free discussion of the work.

Open forums, personal interviews, group conferences, and demonstrations, as well as lectures, marked the program of the Ninth Annual Parent-Teacher Institute conducted for 4 days at the University of North Carolina. It was reported that 247 persons registered for this institute.

### Vacation school

The Summer Institute of Euthenics of Vassar College has been offered for 11 successive summers and is characterized as "a vacation school for the family." The institute is open to college graduates who may be parents, grandparents, young men and women about to be married, or social workers. Among the activities listed by the college are "week-end house parties for husbands who cannot attend longer, lectures, conferences, swimming, tennis, golf, stimulating discussions, and peaceful reading." A school for children from 2 to 8 years gives students an opportunity for the study of children and participation under the supervision of experienced teachers.

In the State of Tennessee 2-day parent-teacher institutes were held in six State colleges and in the university. Sixty counties were reported to have been represented in the attendance which numbered in the aggregate 870 persons registered and a total of more than 1,000 persons attending, some of whom were not registered.

### Encouraging outlook

This is only a brief review of a few of these programs. Plans so far reported for the 1937 summer sessions look particularly encouraging.



# SCHOOL LIFE

VOL. XXII



NO. 3

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NOVEMBER 1936

## COVER-PAGE QUOTATION

"What sculpture is to a block of marble,  
education is to a human soul."

UNDER date of November 6, 1711, Joseph Addison in *The Spectator* gives the above quotation. It seems fitting here to bring from *The Spectator* pages a bit more of the context surrounding the quotation.

"I consider a human soul without education", said Addison, "like marble in the quarry, which shows none of its inherent beauties, till the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot, and vein, that runs through the body of it. Education, after the same manner, when it works upon a noble mind, draws out to view every latent virtue and perfection, which without such helps are never able to make their appearance."

In the same paper one cannot miss the rather abrupt turn of Addison, to say: "... I flatter myself that I do from day to day contribute something to the polishing of men's minds; at least my

design is laudable, whatever the execution may be. I must confess I am not a little encouraged in it by many letters which I receive from unknown hands, in approbation of my endeavors; and must take this opportunity of returning my thanks to those who write them, and excusing myself for not inserting several of them in my papers, which I am sensible would be a very great ornament to them. Should I publish the praises which are so well penned, they would do honour to the persons who write them; but my publishing of them would, I fear, be a sufficient instance to the world, that I did not deserve them."

Addison emphasizes two important educational principles: The teaching profession needs always the skill of the polisher who "fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot, and vein, that runs through the body of it." And the truly great educator holds in private trust any praises that come lest publishing them be "a sufficient instance to the world" that they were not deserved. The philosophy is interesting.

## LARGE EXPANSION

"WE ARE headed into a very large and encouraging expansion of vocational education under the stimulus of the Federal Government", asserted Commissioner J. W. Studebaker before a recent vocational education conference of State superintendents of public instruction and representatives from their vocational education staffs held in Washington. "The last session of Congress passed by an overwhelming majority legislation which will enlarge the appropriations to be made to the States for the support of vocational education."

"We had permanent legislation that provided about 9 million dollars; then we had temporary legislation on a 3-year basis that provided about 3 million dollars. That temporary legislation passes out of existence at the end of this fiscal year, and it was necessary to give consideration to what would be done with that 3 million dollars, which was a temporary appropriation, and what was to be done with vocational education in general as we contemplated the withdrawal of that Federal appropriation a year hence. That is why Congress acted upon this measure during the past session. The result was, as you know, the passage of legislation adding permanently to the Smith-Hughes appropriation of approximately 7 million dollars, another appropriation of approximately 14 million dollars, which means that we shall have,

beginning July 1, 1937, approximately 21 million dollars to distribute to the States for the support of education, a form of education called vocational education.

"Also, it happens that the State plans, which are submitted by the States to the Federal Office of Education for approval, under which the States will manage vocational education are all to be presented again within the next year.

"For those reasons, and others, it seems to me that this is the time when we should give very careful and honest, frank consideration to all of the problems involved in the purposes, organization policies, and procedures for the management of vocational education in the United States, so that we can be as sure as possible that we are doing everything that we can do to improve the total program.

"The importance of that, I think, runs far beyond vocational education as we conceive it. I always like to impress upon educators in general who believe in larger Federal appropriations to the States for the support of education, that we should certainly watch carefully the policies under which we administer the funds we now have from the Federal Government in order that instead of discouraging we may give encouragement to a government which may later wish to give serious consideration to the problem of equalizing educational opportunity in general among the States by even larger appropriations for education as grants in aid to the States for education.

\* \* \* \* \*

"I have the suspicion that most men or women being trained for school administration in the best institutions of this country are getting through their courses and are receiving diplomas in educational administration and that they almost wholly miss becoming rather intimately acquainted with the purposes and the technicalities involved in what we call vocational education. I should like to see the deans of the colleges of education in the United States become quite aware of the importance of vocational education and of its implications; I should like to have all of the professors of secondary education and of educational administration in the colleges and universities of this country become aware of the same problems. Then I should like to see their awareness reflected in the plans they make for the training of educational administrators and supervisors, especially in the secondary field and in general education."

### Education Essential

"AN OPPORTUNITY for all of our people to obtain the education that will best fit them for their life work and their responsibilities as citizens is the ideal of American education. It is an ideal which has been a vital factor in our national development since 1647 when the General Court of Massachusetts enacted the historic measure providing for an elementary school in every township of fifty householders and a grammar school in every town of one hundred families 'to instruct youth so far as they may be fitted for y<sup>e</sup> university.' In the expansion of the Nation the school has moved with the frontier, and time and experience have demonstrated that universal education is essential to national progress."

—Excerpt from the President's Proclamation for American Education Week

### THESES AVAILABLE

MORE THAN 1,150 interlibrary loans of the doctors' and masters' theses available from the Office of Education have been made to libraries in all parts of the country and to several libraries in other countries. There are now 2,363 volumes of such theses in the Office of Education library in Washington. These volumes cover practically all phases of education in the United States and in 25 foreign countries.

### COMBINATION VALUABLE

SPEAKING of degrees recalls a remark once made by a State superintendent of public instruction. With twinkling eye he said: "All these degrees that are bespangling the firmament are glorious if only they betoken teaching power. The M. A. ought to excel the A. B.; the Ph. D. ought to excel the M. A.; and the LL. D.—but why lug in the demigods? Ceding the high value of all these degrees it still remains true that downright, forthright, honest-to-goodness gumption is the court of last resort in school economy." It is a fine and glorious combination when the degrees and gumption are combined in the same educator, as they very often are.

## Electrifying Education

TEACHERS WHO ARE INTERESTED in getting information about the broadcasts of the Office of Education may do so by writing for a copy of Airways to Learning, to the Radio Project, United States Office of Education, Washington, D. C.

OHIO STATE UNIVERSITY is now offering courses in radio practice, script writing, production, and station management.

B. H. DARROW and his staff are to be congratulated on the recent issue of The Ohio School of the Air Courier, which not only contains a splendid résumé of the Ohio School of the Air, but also much valuable information about other educational broadcasts now on the air.

TEACHERS INTERESTED in visual education should read the October, 1936, issue of *Progressive Education* as it is a special visual education number.

OWING TO EXTENSIVE DEMAND by schools for exhibitions of the documentary motion picture, The Plow That Broke the Plains, it has recently been made available in both 16 and 35 millimeter sound prints upon the payment of transportation charges. Address the Resettlement Administration, Washington, D. C.

O. E. DUNLAP, Jr., radio editor of the New York Times, is author of a new book on broadcasting entitled "Talking on the Radio." Copies of this practical guide for writing and broadcasting speech may be purchased for \$2 each from Greenberg, publisher, 67 West Forty-fourth Street, New York City, N. Y.

PRESENT STATUS and needs of teacher training in the use of visual aids will be discussed November 6, at the University of Wisconsin and at the February meeting of the American Association of Teachers Colleges in New Orleans. John E. Hansen, Chief, Bureau of Visual Instruction, University of Wisconsin, will preside at the Milwaukee conference. At New Orleans the discussion will be included in the

program of the annual meeting of the American Association of Teachers Colleges.

A STUDY of the distribution of films to educational institutions throughout the country has been undertaken by the American Council on Education. Data secured in this study will serve as a basis for development of better distribution methods.

BUREAUS OF VISUAL INSTRUCTION at the University of Wisconsin and Indiana University are cooperating with teacher groups in relating instructional films to the curricula of these States. It is planned to evaluate available instructional films in terms of their contribution to the objectives of instruction and their place in the teaching of various school subjects.

FREE COPIES of Sources of Information on Education by Radio may be obtained from the Editorial Division of the Office of Education, Washington, D. C.

AN UP-TO-DATE ISSUE of Sources of Educational Films and Equipment is available free from the Editorial Division of the Office of Education.

VERY DEFINITE PROGRESS has been made in the field of motion-picture appreciation in the publication of the booklet entitled, "The Photoplay as Literary Art" by Educational and Recreational Guides, Inc., Newark, N. J. Dr. Walter Barnes, well-known authority in the field of English literature, is the author of this vivacious outline of the aesthetics of the cinema.

TEACHERS WHO ARE INTERESTED in using radio for instructional purposes will want a copy of *The School Use of Radio*, which was prepared in the Federal Office of Education and has been issued as a mimeographed booklet by the University of Wyoming, Laramie, Wyo., and may be purchased for 50 cents a copy.

CLINE M. KOON

# New Government Aids For Teachers

★ *Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.*

**Civics Teachers**, especially, will find useful the following publications, exhibits, motion pictures, and lantern slides relating to the work of the various branches of the Federal Government:

**Regional Planning—Part I. Pacific Northwest.** 192 p., maps, charts. (Department of the Interior, National Resources Committee) 50 cents, paper cover.

Report to the President of the National Resources Committee dealing with immediate and urgent problems in the Columbia Basin and particularly with the policies and organization which should be provided for planning, construction, and operation of certain public works in that area.

**Financing Agriculture in 1935.** 16 p., illus. (Farm Credit Administration.) Free.

Work of the Farm Credit Administration in supervising the group of banks, corporations, and local associations which comprise a permanent system of agricultural credit designed to operate on a cooperative plan.

**Norris Dam.** 39 p., illus. (Tennessee Valley Authority.) 15 cents.

The story of Norris Dam, authorized by Congress and constructed by the Tennessee Valley Authority in the interest of navigation, flood control, and national defense. Norris Dam is on the Clinch River, a tributary of the Tennessee River, and located approximately 25 miles northwest of Knoxville, Tenn.

**Science Serving Agriculture.** 44 p. (Department of Agriculture.) 5 cents.

Describes work of the Department of Agriculture. Originally prepared in 1933, but has been revised and reissued for distribution at the California Pacific International Exposition, San Diego, Calif.

**Dedicated to Conservation.** 20 p., illus. (Department of the Interior.) Free.

Program and text of speeches by President Roosevelt, Frederic A. Delano, and Secretary Ickes, at the laying of the cornerstone of the new Department of Interior building in Washington.

**Soil the Nation's basic heritage.** 58 p., illus. (Tennessee Valley Authority.) Free.

Prepared by the land-grant colleges and universities of the Tennessee Valley States cooperating with the U. S. Department of Agriculture and the Tennessee Valley Authority.

The following rotoprinted publications may be had free of charge by applying to the Federal Home Loan Bank Board:

**The Federal Home Loan Bank System—**Its aims and activities.

**The Home Owners' Loan Corporation—**Its purposes and accomplishments.

**Federal Savings and Loan Associations—**Their distinctive services in mortgage lending.

**The Federal Savings and Loan Insurance Corporation—**A brief account of its operations.

Mounted and unmounted exhibits on Federal reclamation are available upon application to the Bureau of Reclamation, Department of the Interior, Washington, D. C., on the following subjects:

Boulder Dam, Nevada-Arizona.

Grand Coulee Dam, Washington.

All-American Canal, California.

Central Valley Project, California.

Construction features of reclamation projects.

The exhibits consist of boards, size 3 by 5 feet, on which are attractively grouped photographs on the above subjects with captions. The postage for return of this exhibit must be borne by the borrower.

The unmounted exhibit contains about fifty 8 by 10 photographs with a typed card of explanation of each. These are sent without cost, and Government franks are furnished for their return.

With each exhibit 12 salon prints are furnished and also a supply of printed material for distribution.

The Bureau of Reclamation also has a number of motion pictures and lantern slides depicting the story of Reclamation and showing what the United States Government is doing under its Federal Reclamation policy. Sets of lantern slides and motion pictures (35 and 16 mm) may be secured without charge, the only expense being transportation both ways. Applications for loans should be made to

the Commissioner, Bureau of Reclamation, Department of the Interior, Washington, D. C.

## For the Geography Teacher:

**World Chemical Developments in 1934.** 131 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 823.) 10 cents.

A study of the markets, sources of supply, and competition in the chemical industry.

The following illustrated publications are available from the *Pan American Union, Washington, D. C.*, at the prices stated:

**American Nation Series.—Cuba, No. 7.** 5 cents.

**Seeing South America—**Condensed facts for prospective travelers. 223 p. 25 cents.

Tells about the travel routes, expenses, cities, climate, etc.

**Ports and Harbors of South America.** 200 p. 25 cents.

Describes and illustrates the leading ports of Argentina, Brazil, Chile, Colombia, Ecuador, Panama, Peru, Uruguay, Venezuela.

**Forest Service Map Standards.** illus. (Forest Service.) 15 cents.

Directory of symbols used by Government draftsmen to indicate drainage, boundaries and monuments, relief, recreation areas, Federal land ownership, air navigation, etc. Also includes a list of abbreviations, color formulas, color legends, scales and equivalents, and a planimeter chart to be used in making Government maps.

## For the Sociologist and Economist:

**Height and Weight of Children of the Depression Poor.** (Public Health Reports, Vol. 50, No. 33, pp. 1106-1113) 5 cents.

An article dealing with the relative change in height and weight during period from 1929 to 1933, for urban children from (1) families that remained in comfortable economic circumstances during the entire period; (2) families that remained poor; and (3) families that were comfortable in 1929 but who had become poor by 1933. The last group showed the greatest change.

**Industrial Home Work in Rhode Island with Special Reference to the Lace Industry.** 27 p. (Women's Bureau, Bulletin 131.) 5 cents.

Findings of a State-wide survey made at the request of the State of Rhode Island.

(Concluded on page 85)



# Educational Projects Continue



## Hon. Harold L. Ickes, Secretary of the Interior, Announces New Grants for Continuation of Forum Demonstrations and Educational Radio

Pulaski County, Ark.; Hamilton County, Tenn.; Monongalia County, W. Va.; Schenectady County, N. Y.; and Manchester, N. H.

### Educational radio

"The grant for educational radio demonstrations will permit the continuance of the Educational Radio Project through June 1937. In 8 months this project has shown how public educational agencies can successfully use radio in the service of education.

"The five programs presented on coast-to-coast networks at the invitation of the National Broadcasting Company and the Columbia Broadcasting System have achieved outstanding records. More than 50,000 letters from appreciative listeners have been received by the Project in the last 3½ months. At present the mail from listeners exceeds 6,000 letters per week. Five programs now on the air are:

National Broadcasting Company—  
"The World Is Yours"  
"Have You Heard"  
"Answer Me This"  
"Education in the News"  
Columbia Broadcasting System—  
"Treasures Next Door"

"Other programs for network and for local use are under consideration.

### Leadership and assistance

"These funds permit the Federal Government to give leadership and effective assistance to two educational developments of greatest importance to the future of the people of the United States", said United States Commissioner of Education, J. W. Studebaker. "Civic education through public forums promises to be one of the most effective social

inventions for the improvement of self government. It is real economy to discover practical methods of civic education through public forums because civic education can save our adult people from unsound, and hence expensive political decisions.

"Since the inception of mass communication by radio, our people have been hoping that radio could be used in the service of education. Some promising efforts have been made, but broadcasters and educators alike agree that much remains to be done. Broadcasters have declared that education by radio is practicable within the present framework of our broadcasting system. Educators, on their part, have discovered that producing successful programs is a far more complicated process than it first appeared to be. With funds for continuation of the radio project, the Office of Education is not only discovering successful methods by which education can take the airways, but it is also discovering methods of organizing and financing educational broadcasting which agencies of education can follow.

### Script exchange

"In addition to its network demonstrations, the radio project will create an educational script exchange service to aid local educational groups in delivering good programs at the request of local stations. By cooperation with the radio workshop of New York University, the project will aid in training individuals competent to handle the difficult techniques of writing and producing educational radio programs.

"There is not the slightest doubt in my mind that radio will become one of the most powerful constructive forces for the education of our people if we devote adequate attention to the development of truly educational programs."

**F**URTHER assistance to the development of two important educational frontiers—civic education for adults, and education by radio, is assured by new grants of emergency funds, Harold L. Ickes, Secretary of the Interior, has just announced. The Secretary's announcement reads:

"For continuation and expansion of civic education through public forum centers, \$330,000 has been allocated to the United States Office of Education, which, in turn, will transmit the funds to superintendents of schools who are organizing forum centers for demonstrating new methods of practical adult education for citizenship.

"To continue the experiments and demonstrations in techniques necessary for successful use of radio for education, the President allocated \$113,000.

### Forum centers

"The new funds will make possible the addition of 10 public forum centers. Previous grants made possible the 10 centers now being operated by school authorities in the following places: Portland, Oreg.; Orange County, Calif.; Colorado Springs, Colo.; Sedgwick County, Kans.; Minneapolis, Minn.;

# Building a Model Camp Program



Howard W. Oxley, Director of CCC Camp Education, Tells of Model Programs Being Developed in Many CCC Camps of the Country

**T**HE CCC Camp Education Office is delighted to note the interest of many advisers in developing well-rounded or model educational programs. Reports reaching this Office indicate that several corps area and district advisers are assisting in the development of model programs in over a score of camps.

At a recent meeting of the corps advisers in Washington the content of a well-rounded camp program was discussed on several occasions. It was felt by the group that counseling and guidance should occupy a prominent role in such an undertaking. Every educational resource and facility within the camp must be coordinated and related to the program. Techniques and methods of instruction must be perfected and accurate records kept on the progress of each enrollee. Finally, the corps area advisers thought a model program should include the proper emphasis on academic subjects, job-training, vocational work, and recreational activity.

## Looking forward

Now that we are entering a new enrollment period, we have every reason to want to perfect instruction in as many camps as possible. It is my hope that we shall, more and more, find the true significance and meaning of progressive education.

We have a most unusual opportunity to help lead thousands of men from maladjustment and unpreparedness into a state of preparedness for life. Three years of experience with camp work are now behind us. We should have derived a better knowledge of practical techniques and methods. Now is the time to start plowing our experience back into the camp program.

## Virginia experiment

For the past several weeks I have had the pleasure of assisting in the develop-



School for CCC company clerks.

ment of a model educational program in two camps located across the Potomac from Washington. In this undertaking an attempt has been made to perfect the basic practices and organizational methods involved. We have tried to establish the program upon the interests and needs of the men as revealed through a series of interviews and conferences with them.

These conferences were built around five subjects which were arranged as five steps in a ladder taking the enrollee from a level of unpreparedness to one of employability. The five steps discussed were:

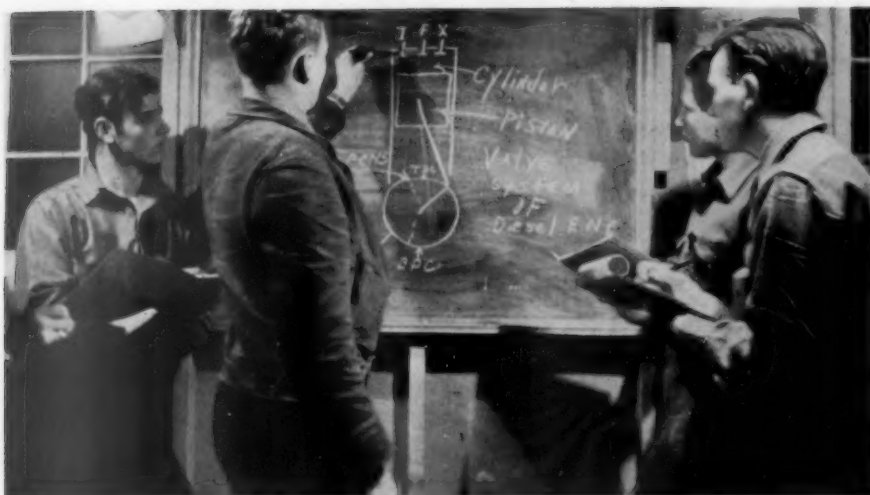
1. Finding out about myself.
2. Finding out about occupations.
3. Choosing my vocation.
4. My plans for the future.
5. My educational plans for the next 3 months.

Step one attempted to help the enrollee look at his background with the purpose of determining what his home-town conditions, his previous training and experience were. The individual's interests and personal qualities were also studied.

Step two analyzed the nine major fields of occupations which are farming, mining, manufacturing and mechanical industries, transportation and communication, trade, public service, professional service, domestic and personal service, and clerical work. The enrollees' knowledge of the various occupational fields was examined, and their work experience was studied. The men were informed as to recent trends in occupations and advised as to possible changes in future conditions.

## Selecting a vocation

Step three dealt with the questions involved in choosing an occupation. The enrollees made a first choice of work, which was followed by a second and third preference. The occupation receiving first place was then thoroughly analyzed. Great care was taken to point out to the men that this step was not to close subsequent thought on occupational choice but was rather a demonstration of an effective procedure to follow in selecting a vocation.



Model CCC educational class.

This procedure included such points as ability and training required for the chosen occupation; prospect of employment, pay, and advancement in it; and what security it offered. To enable the enrollees to study and answer these questions for themselves, they were divided into small groups, each having a leader from the camp personnel who was familiar with the particular vocational activity under consideration.

Step four discussed the preparation which was necessary to undertake the work chosen. Again, the enrollees were advised and counseled in small groups led by the camp personnel. Topics such as plans for vocational training, job instruction, additional work in regular school subjects, and other activities which could help one get ahead were considered. The question of preparation was viewed from the standpoint of what the individual could get both in camp and afterwards. Each enrollee was asked to list any agency which might help him find employment and to record the name of any firm which might offer him work after leaving camp.

The fifth and last step assisted each enrollee in planning a camp educational program for the next 3 months which would develop him along the line of his chosen vocation. Every man was counseled as to what he should take in the major fields of academic work, vocational training, in job instruction, and in recreational activity.

### Model program launched

Thus, by the beginning of the new enrollment period, October 1, we had attempted to evolve an individual educational and recreational plan for every enrollee. The sum total of these indi-

vidual plans made up the camp educational program for the new period.

This experiment in the two Virginia companies has been revealing to me. I am convinced that no camp educational program can be most helpfully set up unless the needs and interests of the men are determined previously to assigning them to courses of study in camp. CCC education to be effective must be built around the daily lives and habits of the men.

We have a special job to do in making thousands of young men better citizens and more employable. Our program must, therefore, welcome progressive devices and techniques.

## High-School and College Graduates

(Concluded from page 70)

The foregoing shows the increase of the last year of each decade over the last year in the previous decade beginning with 1870 and ending in 1940 (1940 estimated on reports of the first part of the decade and present trends).

### Present indication

There were two large increases in both college and high-school graduates corresponding to the two great industrial expansion periods of the nineties in the past century and of the twenties in the present century. Present trends would indicate that we may not expect any great increase in college graduates but the high schools will still register considerable increase within the population limit.

### Available

A COPY of the detailed statistical table upon which this article, *High-School and College Graduates* is based, may be obtained by addressing a request to the U. S. Office of Education, Washington, D. C. The table shows the number of college and secondary school graduates, 1870-1936, and number of graduates still living.

## ★ Book Week

BEGINNING in the fall of 1919 the school and public libraries have been celebrating a week in November as Children's Book Week. The movement has grown steadily, and during recent years a theme has been adopted for each year around which the book exhibits of that year are planned.

"Books to Grow On" is the theme for 1936 and the week designated is that of November 16-21. Librarians have been keen to seize the opportunity to call to the attention of the children not only the new books which are always published in great numbers just before Christmas, but also to popularize the old books which may have been missed in previous years.

There are so many possibilities for celebrating Book Week that the busy librarian has been glad to turn to the lists of books for children of different ages which have been appearing in the magazines; for example, the *Library Journal* for November 1, has two articles by members of the staff of the New York Public Library on children's books of 1936.

The National Association of Book Publishers, 347 Fifth Avenue, New York City, has available a list of plays suitable for Book Week which will be sent to any librarian on request. In many places prize contests are sponsored by local clubs and newspapers.

While the movement started with the idea of interesting children in good books, it has grown until it is now a project for developing library consciousness in the entire community.

SABRA W. VOUGHT



# Educators' Bulletin Board



## New Books and Pamphlets

### Social Sciences

Education for World Peace, the study and teaching of international relations. Select list of books, pamphlets, and periodical articles, with annotations, compiled by Mary Alice Matthews. Washington, D. C., Carnegie Endowment for International Peace, Library, 700 Jackson Place, 1936.

37 p. Free. (Reading list no. 33. Rev. June 30, 1936.)

Bibliography includes material suitable for elementary, high school, and college teaching.

An Old World Festival, a social study of Europe (Grade VII) by Nora Carter; Our Classroom Travel Bureau, a social science project (Grades VII-IX) by Irene M. Kaplan; Our Trip Abroad (Grade VI) by Eva Dotson. New York, Bureau of Publications, Teachers College, Columbia University, 1936.

42 p. (Teachers' lesson unit series, no. 89.) 40 cents.

Teaching procedures in the three units, with list of sources of information and materials.

### Report Forms

Elementary School Report Cards, by B. M. Grier. The report of a research for the Georgia program for the improvement of instruction in the public schools. Athens, Ga., 1936.

23 p. (Bulletin of the University of Georgia, vol. xxxvi, no. 11a.)

A discussion of the present trends in school report cards and marking systems.

Manual for the Comprehensive Individual History Record Form, Infancy through High School, by Elsie O. Bregman. New York, The Psychological Corporation, 522 Fifth Avenue, c1936.

18 p. (Form — 15 p.) 80 cents.

A single form, upon which a continuous record of the history of the individual may be kept. Intended for use in elementary and secondary schools, but of value also to clinics, guidance agencies, etc.

### Research in Reading and Language

Research Problems in Reading in the Elementary School, Fourth annual research bulletin of the National Conference on Research in Elementary School English. 50 cents.

A review with special references to "Reading Readiness", "Primary Reading Problems", "Middle Grade Reading Problems."

Bibliography of Unpublished Studies in Elementary School English 1925-34. 25 cents.

A summary and evaluation of recent important studies in elementary school language, not otherwise available. (Copies of these publications may be obtained by addressing the Secretary, C. C. Certain, Box 67, North End Station, Detroit, Mich.)

### College students

Make Yourself a Job, a student employment handbook, by Myron Downey Hockenbury. Harrisburg, Pa., Dauphin Publishing Co., 1936.

160 p. \$1.50.

Facts about student employment, for the working student, parents, high-school counselors and college employment directors.

Current Views on Problems and Objectives of College Students, abstracts of a select group of articles, by John Edward Seyfried. Albuquerque, N. M., University of New Mexico press, 1936.

95 p. (University of New Mexico bulletin, Education series, vol. 9, no. 3.)

Abstracts of articles on subjects, which are of interest to college students throughout the 4 years of college.

SUSAN O. FUTERER

## Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on inter-library loan.

ANDERSON, MILDRED R. Trends in reading primer textbooks. Master's, 1935. George Washington University. 77 p. ms.

ASHBY, LYLE W. Efforts of the States to support education as related to the adequacy of support provided and the ability of the States to support education. Doctor's, 1936. Teachers College, Columbia University. 63 p.

COFFMAN, HAROLD C. American foundations: a study of their role in the child-welfare movement. Doctor's, 1936. Columbia University. 214 p.

COOK, EDGAR M. Analysis of the methods used in solving a rational learning problem. Doctor's, 1936. George Peabody College for Teachers. 35 p.

DUNCAN, INEZ P. Personnel study of the women commuting students who attended Syracuse University at the first semester of the 1933-34 school year. Master's, 1935. University of Syracuse. 176 p. ms.

GWYDIER, LEONA O. Placement and follow-up service in a teacher-training institution. Master's, 1929. New York University. 60 p. ms.

JONES, ISABELLE V. Study of the educational status in relation to the occupational choices of vocational graduates from four Gary high schools. Master's, 1935. University of Michigan. 86 p. ms.

KENEFFICK, DANIEL V. Intramural and interscholastic athletics in secondary schools of Massachusetts

enrolling 200 or fewer students. Master's, 1936. Boston University. 75 p. ms.

KINGSLEY, LLOYD M. Teachers' knowledge about the Pennsylvania State education association and its activities. Master's, 1935. Pennsylvania State College. 63 p. ms.

KYNOCH, MADELEINE W. Appreciation units in United States history. Master's, 1936. Boston University. 101 p. ms.

MAPES, CECIL S. A study of the transportation of pupils in New York State school districts not maintaining a high school during 1932-33. Master's, 1936. Cornell University. 68 p. ms.

MILLER, LLOYD M. Effect of certain school laws upon one teacher rural schools in four Kansas counties during 1933-34, 1934-35, and 1935-36. Master's, 1936. University of Kansas. 96 p. ms.

NEWMAN, SADIE K. An analytical study of some phases of the work of the board of examiners of the public-school system of New York City. Master's, 1929. New York University. 50 p. ms.

RAY, JOSEPH J. The generalizing ability of dull, bright, and superior children. Doctor's, 1936. George Peabody College for Teachers. 109 p.

REILLEY, ALBERT G. Are high school seniors interested in things political? Master's, 1936. Boston University. 124 p. ms.

ROBINSON, ARTHUR E. Professional education of elementary teachers in the field of arithmetic. Doctor's, 1934. Teachers College, Columbia University. 193 p.

TUTTLE, HAROLD S. A study of the influence of campus agencies on the increase in social mindedness of college freshmen. Doctor's, 1936. Teachers College, Columbia University. 89 p.

VANVECHTEN, COURTLANDT C., Jr. Study of success and failure of 1,000 delinquents committed to a boys' republic. Doctor's, 1935. University of Chicago. 168 p.

WEBB, JAMES F. Study of the business administration of teachers colleges. Doctor's, 1935. University of Chicago. 174 p.

RUTH A. GRAY

## Duplicates Help

FOR THE past several years the Library of the Office of Education has been acting as a clearing house for duplicates of publications of the Office. Librarians over the country have been encouraged to return duplicates and to submit lists of their wants. In many instances it has been possible to complete files which are to be bound for reference use. Public and college librarians have been appreciative of this service and have cooperated by sending in duplicates which have been invaluable in filling gaps in the files of other libraries.

# Library's Foreign Education Collection

★ This article is written from the viewpoint of a constant user of the foreign education material in the Office of Education library. The author is not a librarian, but a person to whom this material is a tool without which the Division of Comparative Education could do little of its present work, and to whom the collection is a source of much pleasure.

THE 50,000 VOLUME collection of writings on education in other countries, now in the Office of Education library, is one of the largest and best in the world. That is not a boast; it is a statement of fact. Nor does it imply that the collection cannot be improved; it can. The more I use these books, the more I appreciate the intelligence and foresight of those in the Office who years ago began gathering and have since constantly added to these records of mankind's many and varied ways of training youth. The purpose was and is to have full documentation for all schemes of education no matter what they may be.

The collection falls mainly in these classifications: Periodicals, yearbooks, proceedings of congresses, official documents and reports, university catalogs and publications, and school laws. It contains over 400 different periodicals published in more than 20 languages. The English and German tongues each account for approximately one-fourth of the 400. French, Spanish, and the Slavonic languages are represented by 50 to 60 each. The remainder are from Italy, Rumania, Portugal, the Netherlands, and the Scandinavian and Ugro-Finnish countries.

Some of them are old, strong journals founded many years ago, able to survive all the storms through which they and their countries have passed, and still lead in reporting on and shaping education in their home lands and abroad. *The Schoolmaster and Woman Teacher's Chronicle*, virile organ of the National Union of Teachers in England, is such a one. It dubbed itself "*The Schoolmaster, an educational newspaper and review*" in

James F. Abel, Chief, Comparative Education Division, Office of Education, Asserts 50,000 Volume Collection is "One of the Largest and Best in the World"

1872 when it became spokesman for the then National Union of Elementary Teachers. The "*Woman Teacher's Chronicle*" part of the title was added as late as 1926. Few matters of importance to education escape its notice. It is an active campaigner for any principles in which it believes. Just now it is running a series of articles on the new education act in England which raises the school leaving age from 14 to 15, effective September 1, 1939. The Office library has the files complete from 1880, an invaluable historical record. Other equally strong and continuous records covering essentially the same period in England, are *The School Government Chronicle and Education Authorities Gazette*, *The School Guardian*, and *The Journal of Education*.

## Turning to France

Dipping casually into the shelves for France, I find "*Les Américains ne l'ignorent pas*"<sup>1</sup> on the first page of the first number of the *Revue Pédagogique* published in Paris in 1878. That reassuring statement is in an article on the character of public instruction in the United States, written by E. Levasseur. He chides the Americans for their vanity which "they express often with much naivete", but he writes that in spite of their pretensions they do not hesitate in education to profit by the lessons of Europe and to transport to their country the improvements in school buildings and in methods of teaching that they find in other countries. Through 58 years the *Revue* has appeared monthly. Always refusing to limit itself to any special field of education, it has persisted in part because of its breadth of view.

Another French periodical, the *Journal des Instituteurs et des Institutrices*, which began its eighty-third year this September, is a weekly given mainly to elementary school methods and lesson outlines. Apparently it is a favorite with teachers

<sup>1</sup> The Americans are not ignorant.

in France. The Office library, unfortunately, has it only from 1916. Among our prizes from France are the first 23 volumes of the *Manuel Général* founded to "guide the teachers in the choice of methods and expound in all the communes of France the best principles of education." It came into being under that impulse given to French education by Jules Ferry. The introduction to its first number, dated November 1832, says, "By this circular of October 17, 1832, the Minister of Public Instruction has informed the heads of the departments that the Government wishes a limitless extension of useful knowledge, rapid perfecting of the normal schools, and the founding of a large number of schools intermediary between the primary schools and the colleges." The *Manuel* is still being published. The Office has most of the issues to 1923.

## German periodicals

Our German periodicals are in general not so long-lived nor so constantly purposeful. Most of them date from the eighties and the nineties. Many cease with 1914 and the mortality among them during the Nazi regime is as great or greater than it was during the World War. The *Pädagogisches Archiv*, a journal of secondary education which took up in 1859 the work of the *Pädagogische Revue* founded in 1840, appeared until 1914. The *Allgemeine Deutsche Lehrerzeitung*, aged 63, and the *Leipziger Lehrerzeitung*, 40, came to an end in 1933.

## Latin-American

Latin-American periodicals are in the main young, having been published 10 years or less. Exceptions are *El Monitor de la Educación Común* of Buenos Aires, now in its fifty-fifth year; the *Anales de Instrucción Primaria* of Montevideo,



founded in 1901; and the *Revista de Educación* of La Plata that began 1936 as its seventy-seventh year. The Office has a fairly complete file of the first, but only parts of the other two. "*Educación*" and "*Revista de Educación*" are favorite names for journals in Latin America. No little confusion is caused by their wide use.

### Official reports

Official documents and reports should be the strongest part of the library's foreign collection and in many ways it is. Considerable effort is made to secure year by year the foreign governments' own public statements about their school systems. The *Bolletino Ufficiale* of Italy dates from 1875 and its numbers, most of which we have, tell in minute detail the official acts of the Ministry of Public Instruction from then to now. The first volume of the *Bulletin Administratif du Ministère de l'Instruction Publique* of France that we have is for 1867. After that there are few breaks in the 124 volumes that run to and include 1928.

Our reports of the Commissioners of National Education in Ireland begin with the thirteenth year, for 1846-48, and run to the eighty-sixth for 1919-20, when the Free State took over the direction of its schools and its department of education began issuing the annual statement. English reports cover the period from June 3, 1838, when the minutes of the committee of the council on education state that—

The Lords of the Committee recommend that the sum of Ten Thousand Pounds, granted by Parliament in 1835 towards the erection of Normal or Model Schools, be given in equal proportions to the National Society and the British and Foreign School Society—

to 1935 when Parliament was granting nearly 47 million pounds for education in England and Wales. The reports of the committee of council on education in Scotland join the stream of pedagogical literature in 1873-74 and add to it an unusually clear, logical current of thought.

The Japanese ministry of education obligingly prints an English edition of its annual accountings on the intellectual status of the Japanese people. Our collection, dating from the tenth report in 1882, shows that 32 percent of the children of school age were receiving instruction in 1874; 82 percent in 1900; 91 percent in 1902; and over 99 percent in 1922.

Some of the States of India and the government of India not only make an annual reporting on education, but at the proper interval publish a quinquennial review. Ten of the quinquennials for

all India have come from the press, the latest being for 1927-32. We have all but the first one, 1882-87, and hope to secure a copy of it.

The Canadian reports are fairly complete for all the Provinces and are supplemented in the earlier years by the *Documentary History of Education in Upper Canada* in 28 volumes covering the years from 1790 to 1876. Since 1921 the provincial reports have been summarized in the Dominion Government's *Annual Survey of Education in Canada*. New Zealand, the States of Australia, the Provinces of the Union of South Africa, and each of the non-self-governing parts of the British Commonwealth make their yearly reportings and as far as practicable, the Office regularly adds them to its lists.

### Surveys

However much educators in the United States may be addicted to the survey habit, they are not the originators of the process nor have they a monopoly on it. Findings of committees, commissions, and missions that correspond to our survey staffs, come yearly to swell our considerable collection. Late acquisitions are the *Report of the Interdepartmental Committee on Native Education, 1935-1936, in the Union of South Africa*; *Report of the Committee on the Reorganization of Several Grades of Education with Syllabuses, Mysore*; *The Poor White Problem in South Africa*; *The Reorganization of Education in China*; and the *Interim Report of the Indian Statutory Commission on Education in India*. Our earliest report and, as far as I know, the first survey of education made in any country, is dated 1816 and is the product of the select committee on the education of the lower orders. Lord Brougham was its chairman and he seems to have set the precedent for using questionnaires. Guizot's report in 1834 to the King of France on the workings of the law of 1833; Ribot's inquiry into secondary education; and many others are on the library shelves.

### Catalogs

The counterpart of what we call the college or university catalog is in other countries, the calendar, annuaire, livret de l'étudiant, vorlesungs- und personalverzeichnis, annuario, programma der leergangen, katalog, or jaarboek, according to the language of the country. Even though it is in a foreign tongue,

it is often easier to understand than the typical catalog in this country. The Office has such publications from nearly every university abroad, our best collections being from Italy and England. To these are added a large number of historical and other works about individual institutions. Basic information on the present and past of higher education in nearly every country is available to the inquirer. These books include that delightful seven-volume history of the University of Paris from its origins to the year 1600 which M. Crevier begins so loyally with:

I am undertaking to write the history of a company which is in constant and immemorial possession of being regarded as the mother of sciences and fine arts, and from whose heart has sprung for six centuries at least, all the light that was diffused through Europe.

There is even a *Hints to Freshmen from a Member of the University of Cambridge*, published in 1797, in which the worthy member advises:

You will hesitate to inveigh against the ignorance of another, if you inquire into the sum of your own knowledge.

### Conference at Rome

**A**N International Congress of Technical Education will be held at Rome, Italy, December 28, 29, and 30, 1936. It will deal with five questions: Technical education and economic life; vocational guidance and its follow-up; special training for workshop instructors charged with the duty of practical instruction in technical and other vocational schools and colleges; the training of women for their special place in economic life; and miscellaneous matters including the technical press and technical education.

### Notify Bureau

Persons desiring to attend the Congress and take part in the discussions should notify the International Bureau of Technical Education, 2 Place de la Bourse, Paris, France. The membership fee is 25 lira or 30 French francs. Members may send one or several reports bearing on the questions mentioned above. The official languages of the Congress will be Italian and French.





## F. F. A. News Bulletin

### ALABAMA

Word comes to us that the Beauregard Chapter is the first F. F. A. group in Alabama to formulate plans for obtaining a loan under the new Productive Credit Association arrangement. Adviser J. A. Vines working with G. O. Winters, productive credit manager at Auburn, hopes to secure loans averaging \$150 each for some 20 chapter members. The money will be used to finance general livestock and crop projects carried by the boys.

### MISSOURI

The Fifth Annual Vocational Agriculture Fat Stock Show and Sale held at Springfield broke previous records for entries in the various divisions: 161 beef calves, over 100 fat hogs, and 50 fat lambs were exhibited.

### IDAHO

The Midway Chapter cooperating with the Idaho Association of F. F. A. supplied the famous Idaho potatoes for the vocational agriculture banquet held at Kansas City October 21. This event occurred during the week of the national F. F. A. convention and national vocational judging contests.

### VIRGINIA

The Virginia Association supplied choice Shenandoah Valley apples for the vocational agriculture banquet held at Kansas City October 21.

### OREGON

In the 7-day Dairy Feed Cost contest recently conducted at the State fair, Johnnie Johnson of the Amity Chapter won championship honor with a Jersey cow weighing 940 pounds. According to information obtained, Johnnie fed 26 pounds of alfalfa hay, 3 pounds of ground oats, and 2 pounds of mill run

daily during the test. His average feed cost was 9.9 cents per pound of butterfat produced. Production cost among the 10 cows entered ranged upward to 16 cents. The winning cow produced 2.2 pounds of butterfat on the last day of competition.

### OHIO

The September issue of the Ohio Future Farmer, official State publication of Ohio Association, appeared under a new blue and gold cover—a planograph product and quite attractive. The new cover is the result of efforts on the part of the Ohio members to constantly improve their publication.

### IOWA

District leadership conferences for vocational agriculture students and F. F. A. members were held at Mapleton, September 19; Iowa Falls, September 26; Elliott, October 3; Yarmouth, October 10; and Ankeny, October 17. The instruction offered included: Analyzing the responsibility of officers, planning programs of work, and training in parliamentary procedure.

### MONTANA

Tentative plans have been formulated for a series of State F. F. A. radio programs over the Great Falls and Billings stations. Subjects to be discussed include: Chapter libraries, rural fire prevention, safety, preservation of game birds, and home improvement. The following chapters have already agreed to participate: Choteau, Chinook, Dutton, Denton, Townsend, Big Sandy, Lewistown, Moccasin, Belgrade, Belt, Harlowtown, Valier, Joplin, Simms, Stanford, and Manhattan.

### NORTH CAROLINA

Members of the Madison Chapter have been engaged for several months in school ground improvement work. This improvement program included the distribution of 10,800 pounds of lime, 300 pounds of fertilizer, and the sowing of 200 pounds of grass seed.

### CALIFORNIA

Seventeen new departments of vocational agriculture with record enrollments were reported under way at the opening of the fall term of school. One of these departments had about 100 prospective Future Farmers enrolled for the courses.

W. A. Ross

## New Government Aids

(Concluded from page 78)

The Employment of Women in the Sewing Trades of Connecticut. 45 p. (Women's Bureau, Bulletin No. 109.) 5 cents.

Data on hours and earnings, employment fluctuations, and home work.

PUBLIC HEALTH REPORTS: Volume 51. Each number 5 cents.

Foot Defectiveness Found in New York City School Children. pp. 631-632, No. 20.

The Relation of Physical Defects to Growth in Children. pp. 831-841, No. 26.

Regulations Governing Social Security Fund Allotments. pp. 880-884; Dental Activities in State Departments and Institutions. pp. 885, No. 27.

Communicable Disease Control in a Rural Health Department. pp. 991-1013, No. 30.

*The Following Free Price Lists, available from the Government Printing Office, will guide you to other Government publications you may wish to have:*

Finance—Banking budgets, accounting, loans, no. 28; Labor—Child labor, women workers, employment, wages, workmen's insurance, and compensation, no. 33; Government periodicals, no. 36; Animal industry—farm animals, poultry, and dairying, no. 38; Irrigation, drainage, and water power, no. 42; American history and biography, no. 50; Maps, no. 53; Commerce and manufactures, no. 62.

MARGARET F. RYAN

## ★ Public Forum

WASHINGTON'S Town Hall opened its season of public forum discussions, November 15, and the meetings continue on Sunday evenings, until April 11, 1937. Commissioner J. W. Studebaker, Office of Education, is chairman of the Town Hall executive committee. Among speakers on the programs for the coming season are Homer S. Cummings, United States Attorney General; Robert Maynard Hutchins, president, University of Chicago; Alfred Adler, Viennese psychologist; Norman Thomas, Socialist; Stuart Chase, financial analyst; Rabbi Stephen S. Wise; William Lyon Phelps, literary critic; and many others of international renown.

# The Vocational Summary



## Figures and facts

**O**F 468 young workers placed in employment in offices by the Philadelphia School Employment Office last year only one-sixth were boys. Similarly, only one-ninth of the 402 workers placed in retail selling positions were boys. The small number of boys placed in these two groups of positions, according to John G. Kirk, director of business education in Philadelphia, is due to inadequate vocational guidance, which results in too many boys being enrolled in shorthand, bookkeeping, and other clerical courses; and also to the failure of the school to provide retail selling courses suited to the needs and opportunities open to boys. Almost 92 percent of those placed in offices and 86 percent of those placed in retail selling positions were senior high school graduates, indicating that graduation from a high school is now a prerequisite for most office and store employment in Philadelphia. Fifty-five percent of the placements in all types of employment made by the School Employment Office last year were in the field of either office work or retail selling.

## They learn to serve

Six hundred hours of training and a demonstrated ability in all details of household service are required of Negro girls, who to the number of approximately 150 are enrolled each year in the Training School for Household Service in Kansas City, Mo. Directed by Mrs. Viola Williams, the founder and principal of the school, this institution is conducted in a large house equipped for the purpose. Started in 1908 as a private institution, this school was placed under the jurisdiction of the vocational department of the Kansas City public-school system in 1914. Under the plan followed by Mrs. Williams, girls attend the school full time every day for the first 2 or 3 weeks. They are then placed in household service on a part-time basis, working half a day and attending classes the rest of the day. After a girl has demonstrated proficiency she is placed in full-time employment, but returns to

the school during her weekly half-day leave periods for continued special training. Many women depend upon Mrs. Williams to select girls to supply their needs for household service and cooperate with her in arranging for girls already employed in such service to return to school for additional training during their free periods. About 4,000 girls have been trained in this Training School for Household Service since it was opened.

## Agricultural agent named

W. N. Elam, former district supervisor of vocational agriculture in central Texas, has been appointed agent for special groups on the staff of the agricultural education service, Office of Education. He takes the place left vacant by the death of Dr. H. O. Sargent last February. Mr. Elam, who was born on a farm near Ireland, Hamilton County, Tex., received his early education in the schools of his home county. After graduation from the Liberty High School he was for 4 years a teacher in Hamilton County rural high schools. Following graduation from the Agricultural and Mechanical College of Texas in 1917, where he received the degree of bachelor of science in agriculture, he taught vocational agriculture in various central Texas high schools. He served in this capacity in the Austin, Granger, Bartlett, and Taylor high schools. In connection with his teaching work Mr. Elam served from 1928 to 1936 as district supervisor for vocational agriculture in the Area VIII, which includes the counties of central Texas, and from 1932 to 1936 was manager of the chamber of commerce in Taylor. During the spring and summer of 1935 Mr. Elam served on a special committee appointed by the United States Commissioner of Education,



J. W. Studebaker, to prepare a series of lesson outlines for use in vocational education programs in CCC camps. He is the only vocational agriculture teacher who has twice been awarded the title of master teacher of agriculture for Texas, having won this honor in 1928 and again in 1930. Mr. Elam holds the degree of master of science in agricultural education from the Colorado Agricultural College, and has completed most of the work necessary for the doctor's degree at the University of Texas.

## A 6-way survey

An occupational survey recently completed by the public schools of Lebanon, Pa., points the way to the possibilities of this type of study. This survey, which is typical of others already made or under way in 10 other Pennsylvania cities and towns, in cooperation with the State department of public instruction, was carried out for the specific purpose of ascertaining how the vocational training department of the new senior high school now under construction in Lebanon could best serve local citizens and industries in its training program. Those responsible for the survey sought to determine: (1) What vocational industrial courses would most benefit industry and future wage earners; (2) whether certain vocational courses given in the city schools in the past 5 years have helped graduates to get employment; (3) whether the city's present vocational industrial training curriculum meets the employment needs of its citizens and industries; (4) whether retraining young adults, 18 to 25 years of age, for industry is essential; (5) whether there is a need for trade extension training; and (6) what courses should be placed in the new school on an industrial art basis. Inasmuch as the leading industries in Lebanon are the textile and metal working industries, the major effort of this investigation was confined to these two fields, although the printing, garage, food products, shoe, and paper box industries were included in the study. More than 75 local industries were visited to obtain information on educational needs



of present and future employees. Occupations of members of vocational classes of 1925, 1930, and 1935 are tabulated in the final report, as well as the present occupations of graduates from shop courses in the years 1932 to 1936. A comparison will be made between shop training in Lebanon and other Pennsylvania cities.

### Embryo foresters

A school forest of 90 acres is maintained at Austin-Cate Academy, Center Stratford, N. H., where the vocational agriculture students carry out modern forestry practices. The project was started by the Austin-Cate Chapter, Future Farmers of America. The original plan of the project calls for the improvement of the entire plot over a period of years, according to the best forestry practices. The forest consists of pine and mixed hardwood growth, one-half mile from the campus. To begin with, the agricultural students took a field trip to the forest and estimated the amount of standing timber. A plot estimate showed that there were 120,000 feet of pine and 60 cords of mixed hardwoods. Using the time allotted to their forestry course in the school, the students last fall estimated, pruned, piled, and cut mixed hardwoods and cleaned out old roads. Forestry classes worked in groups of two or three, depending upon the jobs they were doing. Commenting on the project in a radio talk Albert Ladd, a student in the vocational agriculture course at Austin-Cate, said:

"We are planning to obtain 5,000 nursery-grown seedlings every year from the State forester at Concord. These trees will be set out in different parts of the forest where natural seeding cannot take place. The proper type of white pine will be selected, which is most suitable for the location. Hard and soft woods will be removed and utilized for wood at the school.

The pruning will be done when the stand has attained the size of from 2 to 6 inches in diameter so that the best results may be obtained when the trees have reached their full growth.

Profits that will be helpful to the farmers can be realized if they will properly take care of their wood lots. A little time spent in weeding, pruning, and general care of the pine lot, as we are planning to do, will in many ways help the farmers of New Hampshire.

### All for a dollar

Open to every Negro community in the city are the part-time trade extension, part-time general continuation, and evening trade extension classes for Negroes now in operation under the direction of the public-school system of Fort Worth, Tex. Started in 1924 with an enrollment of 51, these schools last year enrolled 1,291 individuals taking courses in foods, clothing, laundering, beauty culture,



Future auto mechanics learning their trade in a Fort Worth vocational class.

candy making, child care and guidance, care of the sick, automobile mechanics, janitor engineering, maid service for public schools and public buildings, typewriting, bookkeeping, and shorthand. Two of the main objectives in the schools are to place students in employment and to follow them up in their employment. All of those who have enrolled have been workers in the type of employment in which they have received instruction. Instructors in the schools are charged with the responsibility of ascertaining from employers just what type of training each student needs. Instead of discharging incompetent help many employers require them to attend school, advise instructors wherein they need help, and leave it to instructors to bring the workers up to the standards they require. During recent years from 150 to 200 Negroes have been placed in jobs each year. A considerable number of those placed in employment during the past year have been from the group on relief. Classes are conducted in 16 Negro communities in churches, homes, a hospital, the Y. M. C. A., and other convenient headquarters. The only charge to the student is a one-dollar registration fee, which is returned at the conclusion of the school year if the student has a perfect record of attendance. Exhibits of student work and an entertainment mark the close of the school year, and each student eligible to the honor is awarded a certificate of proficiency. Honor certificates go to those with outstanding records. A chorus of 200 student voices which performed at the closing exercises of the schools in June attracted an audience of approximately

4,500 persons. Teachers for these schools are selected on the basis of practical experience in the field in which they are to teach.

### A teacher-training plan

Evening classes for adult farmers are being used to advantage in Oregon to train prospective teachers of vocational agriculture. One of these classes was repeated last year for the fifth time. A course in soil fertility in its relation to crop production, a carry-over from the previous year, was presented. Thirteen meetings were held, at which the average attendance was 22. Maps were drawn showing the crop and fertility practices followed on all fields of three typical farms in the community. These three farms were selected for study by the student teachers only after they had visited nearly all farms in the community to learn at first hand the local fertility and crop-production problems. A field day was then arranged and farmers were invited to join in a study tour of the three farms for the purpose of observing and discussing the conditions on these farms. The maps and organization studies of each farm were used by the trainees to explain different phases of the field-day study. Each student was put in charge of a different phase of the study. The field-day program provided an excellent follow-up of the previous year's work in soils. By uncovering additional problems and situations, also, it provided an excellent approach to the second year's work. In this high-school teaching practice the greatest emphasis is laid upon the setting up of the farm jobs which should be studied, selecting teaching projects,



making budgets, setting up objectives, and otherwise planning project work on a classroom teaching basis, especially for beginning students. Typical teaching or lesson plans have been worked out for several of these projects. Project study for first-year student teachers is focussed on the production, financial, and economic objectives to be achieved in connection with project jobs. In the case of continuation projects and for second-year students, however, project objectives, based upon an analysis of the second year's work, are used in making the approach to the study, in setting up the units of study, and as a basis for project study and planning.

### Human particulars

An analysis of the 9,422 disabled persons rehabilitated during the year ended June 30, 1935, under the Federal-State cooperative plan provided in the national vocational rehabilitation act of 1920, shows one-fourth, or 2,380, were injured in industrial accidents. Sixty-seven percent of this number were between the ages of 18 and 40—the most productive period—and had many years of work-expectancy ahead of them. Eighty-five percent, or 2,036, had had less than a high-school education. Seventy-three percent had one or more dependents and 21 percent had four or more dependents. These figures, taken from a recent study made by the vocational rehabilitation service of the Office of Education, give some idea of the human particulars involved in rehabilitating disabled persons. A review of the services provided for these 2,380 individual cases by State rehabilitation divisions concerned with their readjustment, is enlightening. Eight hundred and twenty-seven of these individuals were retrained for new jobs or occupations; 211 were aided with their living expenses during their training periods; 15 were given medical treatment or physically restored; and 589 were provided with artificial appliances such as legs, arms, and braces. Study of the final employment distribution of these cases showed that 763 were replaced in employment with their former employers; 1,098 were placed with new employers, and 517 were placed in businesses of their own. Ninety-three percent of the 2,380 industrial accident cases were earning \$10 a week or more after they had been rehabilitated. More than 1,600 cases were earning \$10 to \$25 a week, and more than 600 were getting over \$25 a week. Figures sometimes tell a story better than exposition or discussion.

### Puerto Rican highlights

Vocational agriculture students in 38 schools in Puerto Rico have built the structures in which class sessions are held. This is one of the interesting observations brought back from the island by J. A. Linke, Chief of the Agricultural Education Service, Office of Education, who with William R. Shaffer, national president, Future Farmers of America, visited there recently. These classrooms, Mr. Linke's report shows, are separate from the main school building and are erected near the school farm. Each school has its own farm on which vocational agriculture students receive their practical training. Each farm, moreover, is a demonstration to the farmers of the community, of what can be done in producing crops under scientific management. The agricultural courses are based upon facts developed by teachers from farm surveys in their communities, which are presented on charts hung upon classroom walls for constant reference. Numerous examples of successful farming ventures carried on by graduates and undergraduates of vocational agriculture schools on the island testify to the effectiveness of the training they have received. Mr. Linke visited a 14-acre farm near Lares managed by two graduates. Under their management the indebtedness on the farm, bought several years ago for \$2,300 by their father, had been reduced to \$800 and will in the next year or two be paid off entirely. The boys grow coffee, producing 570 pounds to the acre, an increase of 447 pounds over the average for the community. Another vocational agriculture graduate at Aguadilla, is managing a 70-acre farm on which he raises general crops: coconuts, cowpeas, and plantains; and poultry and hogs. There are 124 vocational schools of all types in Puerto Rico, with an enrollment of 12,030—4,520 in agriculture, 5,409 in home economics, and 2,101 in trade and industry. The 49 chapters of Future Farmers of America on the island have a total membership of 1,870. The vocational-education program in Puerto Rico which has made rapid strides since its establishment in 1930, is under the supervision of Antonio Texidor, director for vocational education on the island.

### At Herculanum

Forty-eight girls, students in home economics courses in the Herculanum, Mo., schools, are making good use of an attractive home economics cottage recently completed there. It replaces the headquarters in the school basement

formerly provided for home economics classes. It was completed for a total expenditure of \$3,595, including cost of both building and equipment. The cottage, which was carefully planned by the homemaking girls, in advance, contains a living room and dining room, bedroom, and combination laboratory and storeroom. With the cottage as a laboratory, Miss Morris, the teacher of home economics at Herculanum declares, girls may be taught the principles of homemaking—home management, home furnishing, and home living, including hospitality—through actual practice. Early in the year they divide the care of the house among themselves, working in groups, and with a minimum of supervision from the teacher.

CHARLES M. ARTHUR

### ★ Cooperating

THE University of Pittsburgh is cooperating with business and industry through at least three different agencies. The Mellon Institute of Industrial Research, which although separate from the university is affiliated with it, aims to increase useful knowledge by developing the sciences and providing opportunities particularly in the fields of chemical and industrial engineering. The Research Bureau for Retail Training is an organized research division of the university—an association of retail department stores—to promote better methods of retailing; the staff and students carry on research in the member stores. The Bureau of Business Research is affiliated with the School of Business Administration to cooperate with all industries in the city.

### A Step Forward For Adult Civic Education

**S**TORY of the ten forum demonstration centers sponsored by the United States Office of Education, managed by local educational agencies, devoted to civic enlightenment through free public discussion. A guidebook for educators and civic leaders desiring to begin similar programs in their communities. Tells how centers were selected—how they operate—who leads the discussion—what subjects are discussed—attendance—progress made to date—future expansion of program.

Price 10 cents—Superintendent of Documents, Washington, D. C.

# Improving Their Library Service

## In California

**S**TATE-WIDE studies of problems relating to the school library field are being carried on in California through the cooperation of educational and library groups. The results of these studies are appearing as bulletins of the State department of education.

One of these publications, entitled "The Library in the Elementary School" (Bull. No. 18, Sept. 15, 1935), was prepared by committees working under the leadership of Helen Heffernan, chief of the division of elementary education and rural schools, State department of education, and Eleanor Hitt, assistant librarian, California State Library, as cochairmen. It is pointed out in the preface to this study that the committees have refrained from a dogmatic treatment of a subject which still requires much research and experience; that the library in the elementary school is of too recent development to determine standards which the committees would adhere to over any long period of time; and that to determine a desirable training for teachers and librarians in their relationship to a service only in the process of being defined is a similarly hazardous undertaking. The chief purpose of the bulletin is to indicate trends that progress will probably take in the immediate future.

A book list called "Pleasure Reading for Boys and Girls" (Bull. No. 17, Sept. 1, 1935) was prepared by committees of school librarians, children's librarians in public libraries and educators under the direction of Misses Heffernan and Hitt. The chief purpose of the list as given in the introduction, is to aid teachers and parents in guiding the leisure time reading of children from the kindergarten through junior high school. To aid in the selection of titles, the books are grouped under headings that interest children, such as "Dolls", "Real Animals", "Knights" and "Windmills and Wooden Shoes." It is made clear that it is quite necessary that some kind of grade placement be given each book even though there is no foolproof method of determining the same, because children are human beings with many varieties of

## Edith A. Lathrop, Associate Specialist in School Libraries, Office of Education Library, Describes Some Library Activities in Kentucky and in California



Children in the Pasadena public schools enjoying picture books.

interests, temperaments and reading abilities that cannot be pigeonholed. Two sources are used for this purpose: (1) The grade placements assigned in "The Right Book for the Right Child" and (2) the Lewerenz vocabulary grade placement techniques.

### County library service

Another study, entitled Effective Use of Library Facilities (Bull. No. 11, June 1, 1934), includes concrete presentations for providing the library atmosphere in rural schools of various sizes; specific guidance in the care of fugitive materials; and suggestions in the use of books and libraries. State Superintendent Kersey points out in the foreword of this bulletin that the actual material was drawn from activities carried on in rural schools under the direction of the rural school super-

visors serving on cooperating committees of the California Rural Supervisors Association, southern section.

Since 20 percent of all of the county libraries in the United States are in California, it is not surprising that one of the problems for study should be concerned with county library service to schools. The title of this study is Selection and Distribution of Supplementary and Library Books in California Counties (Bull. No. 10, May 15, 1934). It is a cooperative undertaking of the divisions of libraries and elementary education and rural schools of the State department of education. Part I is a status study of county library service to schools. Part II is concerned with the selection and adoption of books to be purchased by county libraries and school districts.



Library supplies books for high-school handicraft class.

### In Kentucky

WITHIN THE PAST few years Kentucky, like several other Southern States, has been concentrating attention upon the improvement of its public-school library service. The major step was taken in 1933, when the State Department of Education added to its staff a supervisor of public-school libraries.

During the past year this official, Miss Ruth Theobald, has been instrumental in having two numbers of the Educational Bulletin, which is issued monthly by the department of education, devoted exclusively to the subject of school libraries.

### Purpose of study

The first, published in January 1935, is called Library Service Available to the Public Schools of Kentucky. The main purpose of this study, as expressed by the State superintendent of public instruction, is to bring to light the great need for some comprehensive and adequate plan of library service for Kentucky schools.

The title of the second publication, which is the Educational Bulletin for January 1936, is "The High School Library: A Handbook." The object of this bulletin is to assist school administrators and school librarians in the effective administration of their libraries. It contains circulars prepared at various times by the supervisor; and, in addition, regulations of the State board of education for high-school librarians and information on the selection of books and magazines.

### Library committee

One other school library activity reported to this Office by Miss Theobald is concerned with the preparation of a course of study in the use of books and libraries. This duty is charged to a library committee which functions as a part of the committee on curriculum revision.

Through the cooperation of educational and library groups, significant improvement can be made in library services as indicated by the results of these two States—California and Kentucky.

## ★ Science Celebrates

A REENACTMENT of the first telegraph message from Baltimore to Washington over Cornell University's original model of the Morse instrument, will be a feature of the centennial celebration on November 23, of the American patent system and its achievements.

During the celebration, Thomas Edison's voice will be heard from one of his early phonograph recordings, speaking on the value of invention. The national committee on the centennial has emphasized the educational values to be obtained by high-school science classes in connection with the celebration. Such groups, it has been suggested, might profitably survey some of the basic inventions which have materially affected the industrial life of their particular community.

### Sources of information

Industrial museums of the Nation have been organized to offer exhibits of patents. Junior science clubs in high schools are also cooperating in the Nation-wide celebration. Libraries are putting on display, special sections of books relating to the story of invention.

School officials and teachers who are planning for classes to make informal studies of inventions in their communities may obtain helpful information by addressing the chairman of the publicity committee of the centennial celebration, Mr. Robert D. Potter, Science Service, 2101 Connecticut Avenue, Washington, D. C. Any request for such information should give a brief synopsis of the phase of invention which is to be explored and studied.

If you want to subscribe for

### SCHOOL LIFE,

Official organ of the Office of Education, write the Superintendent of Documents, Government Printing Office, Washington, D. C., enclosing one dollar for one year



# Educational News



## In Public Schools

IN GEORGIA, as reported by L. M. Lester in a current issue of the *Georgia Education Journal*, committees are busy building the framework of the curriculum.

(1) The laymen's platform committee is preparing a statement of the demands of a democratic State upon its public schools. (2) The aims committee has agreed upon the ideals of the good life and the traits of the good citizen as the objectives which the schools must strive to develop in each child. (3) The committee on the scope of the curriculum has outlined the experiences and learnings considered basic in the education of a good citizen in the modern world. (4) The procedures committee has developed a series of problems dealing with the aims and the scope reports and the way in which they are to be used by the classroom teachers. Their full report which will appear in printed form later in the year will deal with techniques for studying the child and the community, with classroom procedures based on these studies and with administrative problems in the secondary schools.

THE TEACHING OF SAFETY in the use of the bicycle is called to the attention of the school principals in Massachusetts in two safety bulletins recently sent them by the department of education in that State. The bulletins announce that the supervisor of safety education is available for assisting school executives in planning, inaugurating, and launching programs of safety education and for discussing methods and materials with teachers either in single meetings or in a series. Other services may be arranged on request.

THE YOUNG CHILD in the Museum is a report recently issued by the Newark Museum, Newark, N. J. It contains replies from 35 museums on the following questions: "Can museums successfully carry on activities for children from 4 to 6 years of age? Should these children be included in the activities for

older boys and girls? Do these younger children get anything out of their museum contacts?"

Twenty-four of these museums have no organized activities other than story hours, motion pictures, etc., for the 4-to-6 group. Four museums feel that visits to museums have little if any value for children under 7. Eleven museums do have organized activities for the younger group, of which nine specify the activity to be some form of creative art. Seven classify the group as "younger brothers and sisters."

Though several museums believe that the younger children do not understand enough of what is told to the older ones to hold their interest in the activities, they do believe that there is a definite advantage in working directly and personally with the 4- to 6-year-old group and state that the results are gratifying and beneficial to both the children and the museum. Of the 11 institutions which plan activities especially for the younger children, only four are specifically children's museums or children's art centers. Six museums, of which two are children's museums, have expressed a desire to inaugurate special activities for the 4- to 6-year-old group.

The report concludes: "Just as the introduction of children's museums as adjuncts to adult ones was originally a new and venturesome experiment and is now recognized as important and valuable, so the establishment of work with younger children is new and uncertain in some museums, but is an interesting and important development."

"CURRICULUM GUIDE for Teachers of Two- to Five-Year-Old Children" was recently issued by the University of the State of New York, the State Department, Albany. The bulletin was prepared by a committee on early childhood education appointed by the assistant commissioner for elementary education in that State. The report of the committee is being published in three parts under the general caption "Curriculum Guides for Teachers of Young Children" (2 to 8 years of age). Part I, just published, is for the teachers of children 2 to 5 years of age; part II, published in 1935, is for

teachers of children 5 years of age; and part III, in course of preparation, is for teachers of children 6 through 8 years of age. The purpose of the committee has been to place emphasis upon the child's development rather than upon his progress through certain arbitrary grade groupings. "In certain respects this committee has charted a new course for curriculum development in the elementary school," says Dr. J. Cayce Morrison in his foreword to the bulletin.

## On Your Calendar

ASSOCIATION OF BUSINESS OFFICERS OF PREPARATORY SCHOOLS. Deerfield, Mass., December 18 and 19.

ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. Washington, D. C., November 16-18.

ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE MIDDLE STATES AND MARYLAND. Atlantic City, N. J., November 28.

COLLEGE CONFERENCE ON ENGLISH IN THE CENTRAL ATLANTIC STATES. Atlantic City, N. J., November 28.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Richmond, Va., November 30-December 2.

NATIONAL ACADEMY OF SCIENCE. Chicago, Ill., November 16-18.

NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION. Washington, D. C., December 10-12.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Boston, Mass., November 26-28.

NATIONAL INTERFRATERNITY CONFERENCE. New York, N. Y., November 27.

UNITED CHAPTERS OF PHI BETA KAPPA. New York, N. Y., December 16.

A CURRENT ISSUE of the *Journal of Arkansas Education* announces: Two new curriculum bulletins, consisting of tentative courses of study for the elementary and secondary schools of the State, have

been sent to the printer. These bulletins were prepared by groups working at the University of Arkansas, Fisk University, and George Peabody College for Teachers during the past summer. These groups worked under the direction of Edward McQuiston, curriculum director; W. F. Hall, elementary school supervisor; and Morgan R. Owens, high-school supervisor, all of the Arkansas State Department of Education.

A COMPREHENSIVE SURVEY of the public schools of Evansville, Ind., was conducted by the division of field studies of the Institute of Educational Research, Teachers College, Columbia University, during the school year 1935-36. The report has been published under the title "Your Schools."

WALTER S. DEFFENBAUGH



## In Colleges

THE DIESEL ENGINE Laboratory at Pennsylvania State College is reported to be attracting world-wide attention. Experts from many foreign countries as well as those of the United States visit the college laboratory. The United States Navy each year sends men to the college for training in Diesel engines used for locomotion by submarines beneath the surface.

THE UNIVERSITY OF PITTSBURGH'S "CATHEDRAL OF LEARNING" is visited by crowds averaging 100 persons daily. These inspection tours of the world's tallest educational building, have made necessary the appointment to the university staff, of an official greeter who escorts visitors through the skyscraper school building.

COLLEGE TRADITIONS. Most colleges preserve certain traditions which are passed on by word of mouth to entering freshmen. At the University of Arizona a group of 15 upper classmen have been appointed "Traditions committee for 1936-37" to enforce existing school traditions and campus regulations, and to institute any new activity sufficiently important to become a tradition of the future. At Massachusetts State College new students were introduced to the history and traditions of their prospective alma mater by the head of the English department, Prof. Rand, author of "Yesterdays" a history of State College with

a hope that a "scholarly introduction to the past will help each new student to appreciate more fully his obligations and opportunities throughout his 4 years as a student here."

NEW TEACHERS. Trained at the University of Iowa, 116 men and women who graduated last June started teaching careers this fall in 10 States. The majority, 88, began work in Iowa.

HORACE MANN CENTENNIAL YEAR. In October, Antioch College sponsored a 2-day conference on "The Function of Education in a Democracy" as an opening event of the Horace Mann celebration. Antioch as a scene of such a program seemed especially appropriate because the college's first president (1853-59) was Horace Mann. Although Mann lived only 6 years after coming to the college, he founded in that time a strong tradition within the institution itself, and contributed notably toward the cause of higher education in his day.

COLLEGE CHANGES AND ADDITIONS 1936-37. The new Educational Directory for 1937 (Pt. III, Colleges and Universities) is now in press. Each fall the Office of Education revises its college directory listings. This fall 18 institutions have been added to the lists, 12 which have been closed or merged have been dropped from the lists, 12 have changed their official names, and 9 have been reclassified from one type of institution to another type. The Office has five classifications of colleges: (1) a college or university offering liberal arts training over a period of 4 years; (2) a professional school—dependent of a university but offering medicine, law, music, theology, and other specialties; (3) a teachers college (4-year); (4) a normal school (2- or 3-year); and (5) a junior college (2-year).

Among the colleges newly listed are:

California—San Francisco Junior College, San Francisco; San Jose Junior College, San Jose.  
Connecticut—Junior College of Commerce, New Haven; New Haven Y. M. C. A. Junior College, New Haven.  
Georgia—Armstrong Junior College, Savannah.  
Maine—Ricker Junior College, Houlton.  
Maryland—Peabody Conservatory of Music, Baltimore, a professional school.  
Massachusetts—Cambridge School of Liberal Arts, Cambridge, a junior college; Garland School, Boston, a junior college; Massachusetts School of Art, Boston, a teachers college.  
Montana—Great Falls Normal College, Great Falls.  
New Hampshire—Stoneleigh College, Rye, a junior college.

New York—New School for Social Research, N. Y. C., a professional school.

Ohio, Giffin College, Van Wert, a junior college; Schaeffer School, Cleveland, a professional school.

Texas—Dallas Theological Seminary, Dallas, a professional school; Lee Junior College, Goose Creek.

Wisconsin—St. Francis College, Burlington, 4-year college.

Colleges that have closed or merged during the past year include the following:

Colorado—Denver Junior College, the Y. M. C. A. evening school has been discontinued.

Florida—Palmer College at De Funiak Springs has been permanently closed.

Illinois—Danville Junior College, Danville, closed; Emerson Junior College, Chicago, is no longer actively engaged in educational work; Kendall College of Physical Education (normal school), Chicago, merged with George Williams College.

Iowa—Decorah College for Women, Decorah, has been united with Luther College.

New Hampshire—Concord Training School (normal school), Concord, is closed.

New Jersey—Dana College, Newark, is now a part of University of Newark, and is no longer known as Dana College.

Ohio—St. John's University, Toledo, is closed. A new diocesan college will sooner or later take over the plant according to information received.

Pennsylvania—Illman Training School (normal school), Philadelphia, merged with the University of Pennsylvania and is now known as the Illman-Carter Unit of the School of Education of the University of Pennsylvania.

South Carolina—Brewer Normal School (Negro), Greenwood, has discontinued all work above high-school grade according to the principal.

Virginia—Richmond Normal School, Richmond, has been discontinued.

Change of name was noted in the official listings of the following higher educational institutions:

California—Moran School of California (Atascadero) changed to Miramonte School and Junior College.

District of Columbia—Immaculata Seminary (D. C.) changed to Immaculata Junior College; Mount Vernon Seminary (Wash.) changed to Mount Vernon Junior College.

Florida—name of Southern College (Lakeland) changed to Florida Southern College.

Illinois—South Side City Junior College (Chicago) changed to Wilson Junior College.

Iowa—Des Moines Catholic College (Des Moines) changed to Dowling College.

New York—Collegiate School of Packer Collegiate Institute (Brooklyn) changed to Junior College of the Packer Collegiate Institute; New York Homeopathic Medical College and Flower Hospital (N. Y. C.) changed to N. Y. Medical College and Flower Hospital.

North Carolina—Biltmore Junior College (Asheville) changed to Biltmore College; Ebenezer Mitchell Junior College (Misenheimer) changed to Pfeiffer Junior College.

Ohio—Rio Grande College (Rio Grande) changed to Rio Grande Junior College.

Texas—Amarillo Junior College (Amarillo) changed to Amarillo College.

The classification of a number of institutions has been changed during the past year as follows:

Alabama—State A. & M. Institute (Negro) at Normal, formerly a normal school, is now classified as a Negro junior college.

Maryland—Princess Anne Academy (Negro) at Princess Anne, formerly a normal school, is now classified as a Negro junior college.



*Massachusetts*—Bouve-Boston School of Physical Education (Boston), formerly a normal school, is now classified as a teachers college; Emerson College, Boston, formerly listed as a professional school, is now classified as a 4-year college.

*Ohio*—St. Mary of the Springs College (East Columbus), formerly listed as a professional school, is now classified as a 4-year college.

*Oregon*—Oregon Institute of Technology (Portland), formerly on the professional school list, is now classified as a junior college.

*South Carolina*—Bettis Academy (Negro) at Trenton, formerly a normal school, is now classified as a Negro junior college; Friendship College (Negro) at Rock Hill, formerly a normal school, is now a Negro junior college.

*West Virginia*—Alderson-Broadbent College (Phillippi) formerly a junior college is now classified as a 4-year college.

WALTER J. GREENLEAF



## In Educational Research

ONE SOMETIMES GETS the impression from current writings on character education that there has been no character education in schools before the immediate present. Some indication that character forming has been a constant factor in our public elementary and high-school education has been shown by an analysis by 300 New York University students. These 300 students analyzed their public-school experience with the view to discovering what favorable personality traits and what unfavorable personality traits were developed by the school. There were 860 favorable traits and 368 unfavorable traits mentioned by these 300 students as having been developed by the school. The analysis also shows the particular factors in the school situation which were thought to be responsible for the development of favorable and unfavorable traits, respectively. This analysis is reported by Francis J. Brown, in the *Journal of Educational Research* for September 1936.

Two Books dealing with the diagnosis of reading difficulties are those by McCallister, "Remedial and Corrective Instruction in Reading" (D. Appleton-Century Co.), and Betts, "The Prevention and Correction of Reading Difficulties" (Row, Peterson & Co.). The former deals with the high-school level and the latter the elementary school level. They are both largely summaries and interpretations of recent research findings. A serious attempt is made in both publications to translate these research findings into definite diagnostic practices and remedial measures. These volumes represent the recent trend toward interpreting research findings so that definite school practice can be influenced.

HENRY BEAUMONT has translated for Farrar & Rinehart, Inc., Buhler & Hetzer's Testing Children's Development From Birth to School Age. This book describes a series of tests which have been standardized on a small group of youngsters from birth to 6 years of age. The tests are classified in six categories as follows: 1. Sensory reception; 2. Bodily movements; 3. Social behavior; 4. Learning—i. e., memory, following directions, and the like; 5. Manipulation of materials; 6. Mental production—i. e., intelligent interpretation of pictures, the understanding of cause and effect, and the like. The growing literature on the motor and mental development of preschool children should eventuate in better and better educational procedures with preschool and primary children and the eventual spread of more accurate study of the individual development of older children.

A SURVEY OF READING INTEREST STUDIES has been made by Kopple C. Friedman and Claude L. Nemzek (*Education*, September 1936). Research studies on differences in reading by children of superior intelligence and children of lower intelligence, differences in interests because of differences in age, sex, and the like, are listed.

THURSTONE HAS WRITTEN ON A New Conception of Intelligence in the *Educational Record* of July 1936. The original conception of intelligence was that it consisted mainly of one general ability. This idea was fostered by Spearman in his early writings on mental factors and through the results on our general intelligence tests. Now, through the development of multiple factor analysis methods, a more thoroughgoing analysis of the results of tests can be made. This analysis is based on the assumption that if several different tasks require different fundamental abilities, it should be possible to differentiate people's abilities by performances on different tasks. Thurstone applied 56 psychological tests to 240 college students. From an analysis of the results he comes to the conclusion that intelligence really consists of the following more or less independent factors: (a) Number facility; (b) word fluency—i. e., the recall of words; (c) memory; (d) perceptual speed; (e) induction—i. e., the discovery of a common characteristic in a group; (f) verbal reasoning; and (g) visualizing.

DAVID SEGEL



## In Other Government Agencies

### National Youth Administration

STUDENT AID WAGES have been paid to 283,600 high-school students, 125,500 college undergraduates, and 6,900 graduates, representing 20,000 high schools and 1,617 colleges and universities in every State and the District of Columbia, according to Aubrey Williams, Executive Director, NYA. Of the number graduating from college in June, 19,803 were NYA students. Job placement service of the NYA, as of August 1, had succeeded in finding employment in private industry for 6,455 young men and women and had advised and counseled many thousands more.

### Office of Indian Affairs

TWO TRAINING CENTERS for the in-service training of teachers in the Indian Service were established during the past summer, one at the Pine Ridge Reservation, South Dakota, in the heart of the Sioux country and the other at Wingate Indian School in New Mexico, immediately adjoining the Navajo Reservation.

Courses in anthropology, elementary and secondary education, particularly as applied to the pupils in the Indian schools, race psychology and mental hygiene, health education, soil conservation, land management, agriculture, and animal husbandry were offered. Courses in Indian arts and crafts taught by native and white craftsmen and opportunities to learn the two major Indian languages—Sioux and Navajo—were presented more as hobbies than as professional courses.

During the summer of 1937, two, or possibly three, summer institutes in Indian education will be given under the auspices of the Office of Indian Affairs. Information will be furnished to interested students by Willard W. Beatty, Director of Education, Office of Indian Affairs, Washington, D. C.

### Public Works Administration

ONE HUNDRED AND THREE new PWA projects in 32 States have recently been approved by Harold L. Ickes, Secretary of the Interior and Public Works Administrator, according to the latest report from PWA headquarters.

Hospitals, asylums, schools, water-works, power, sewer systems, disposal



plants, municipal buildings, bridges, highways, and other public improvements selected by various communities were among the projects to which Federal aid was given. The communities elected to provide 55 percent of the cost of such permanent projects from local funds.

Provisions for new school buildings and additions or improvements to existing school plants were made as follows:

**California:** Anaheim, \$31,845; Arcadia, \$11,700; Arroyo Grande, \$14,255; Brawley, \$33,750; Cucamonga, \$6,525; Fontana, \$32,727; Santa Barbara, \$22,285; Taft, \$75,418; Terminus, \$10,811; Tutlake, \$13,091; Whittier, \$33,275.

**Illinois:** Orangeville, \$16,363; Tazewell County, \$3,272. **Iowa:** Creston, \$36,900; Dunlap, \$2,250; Joice, \$5,727; Melbourne, \$9,450.

**Kansas:** Hillsboro, \$27,000; Ottawa, \$81,000.

**Massachusetts:** Hinsdale, \$20,250; Middleton, \$38,250.

**Michigan:** Crystal Lake Township, \$24,545; Millington, \$5,800.

**Minnesota:** Fillmore County, \$3,420.

**Mississippi:** Stover, \$6,545.

**Montana:** Hogeland, \$12,105.

**New Jersey:** Camden, \$24,545; Millville, \$22,909; Ocean Township, \$50,040; Ringwood, \$57,272.

**New York:** Canisteo, \$135,000; Oswego County \$225,000; Port Byron, \$225,000.

**North Dakota:** York, \$2,385.

**Ohio:** Chesterland, \$28,636; Eden Township, \$15,030; Fairfield Township, \$27,111; Leetonia, \$85,519; Lykens Township, \$30,506; Roundhead, \$43,485; Waynesfield, \$69,525.

**Pennsylvania:** Ambridge, \$147,273; Mills City, \$19,935; Reading, \$56,270; Slatington, \$62,182.

**South Carolina:** Roebuck, \$14,850.

**South Dakota:** Burke, \$22,091.

**Tennessee:** Hamilton County, \$64,408.

**Texas:** Grulla, \$13,909; Kosse, \$22,500.

**Utah:** Fillmore, \$9,000.

**Wyoming:** Green River, \$8,182.

MARGARET F. RYAN



## In Other Countries

AN INTERNATIONAL CONGRESS of Child Psychiatry will be held in Paris, France, July 24 to 28, 1937, immediately after the International Congress of Mental Hygiene. The congress will be in three sections to each of which a subject is assigned. Many representatives from different nations will submit reports on each subject. The sections with their respective topics are: I. General Psychiatry—The conditional reflexes in child psychiatry; II. School Psychiatry—Methods of education conformable to the intelligence troubles and character of the child; III. Juridical Psychiatry—Mental debility as a cause of juvenile delinquency.

The president of the committee of organization is Dr. G. Heuyer, 1 Avenue Emile Deschanel, VIIIe, Paris. Psychiatrists and educators in the United States are invited to participate in the congress. Inquiries may be addressed to Dr. Heuyer.

A REFORM CHARACTERIZED by the Minister of Education of Sweden as "the most significant step in the progress of popular education" in that country since 1842, was initiated on May 20 of this year through the approval by the Riksdag (Swedish Parliament) of the law providing for a required seventh year of elementary school attendance. In the course of the discussions prior to the enactment of the new regulation it was brought out that 7-year elementary schools (folkskolor) have been established voluntarily quite generally in cities and that they are available to about 16 percent of the children of rural districts. To alleviate financial problems a 12-year period of transition has been allowed within which communities may adjust themselves gradually to the new requirements. The 6-year elementary school which until this year has met the full-time requirement of compulsory school education in Sweden was the creation of the law of 1842.

A NATIONAL ACADEMY of Educational Sciences (Academia Nacional de Ciencias de la Educacion) has been created in Cuba by decree no. 2597. The new academy is an autonomous body, but closely connected with the National Secretariat of Public Instruction. Among the various purposes for which it has been established are: Investigation and study of pedagogical problems; stimulation and publication of studies and investigations of pedagogical interest made by its members or other persons; promotion of intellectual exchange among students of education; encouragement of the founding of archives for Cuban pedagogical history and a National library of education; and compilation of a bibliography of Cuban pedagogy. The academy begins with 30 Cuban and institute professors designated as charter members. No limit is set on the membership that the body may attain. In order to be admitted to the academy, one must be a doctor in pedagogy or have shown unusual aptitude for the study of educational questions.

FRANCE, SCOTLAND, AND ENGLAND revised their compulsory education laws during the past summer. School attendance in France was made compulsory for all children, regardless of sex or nationality, from 6 to 14 years of age by a law signed by the President August 9, 1936. The previous labor laws are also modified making it henceforth illegal for children under the age of 14 to be employed in commercial and industrial

establishments even in the capacity of apprentices. The Government is given authority to take practically any steps it deems necessary to assure the provision of educational facilities for children until they reach the age of 14. In general this represents an addition of 1 year to compulsory education in France. The legislation in effect until this summer was passed in 1882 and applied only to children between 6 and 13 years of age.

The Education (Scotland) Act, 1936, signed July 31, makes the school-leaving age 15 years, effective September 1, 1939, and raises to 14 the minimum age for exemption from school under employment certificates. Previously the school-leaving age was 14; the exemption age, 12. The new law in England is very similar to that in Scotland.

JAMES F. ABEL

## Radio Programs

Office of Education

### Treasures Next Door

Mondays—CBS

4:00 p. m. (E. S. T.)

3:00 p. m. (C. S. T.)

2:00 p. m. (M. S. T.)

1:00 p. m. (P. S. T.)

### Education in the News

Mondays—NBC (Red network)

6:00 p. m. (E. S. T.)

5:00 p. m. (C. S. T.)

4:00 p. m. (M. S. T.)

3:00 p. m. (P. S. T.)

### Have You Heard?

Tuesdays—NBC (Blue network)

3:45 p. m. (E. S. T.)

2:45 p. m. (C. S. T.)

1:45 p. m. (M. S. T.)

12:45 p. m. (P. S. T.)

### Answer Me This

Thursdays—NBC (Red network)

4:45 p. m. (E. S. T.)

3:45 p. m. (C. S. T.)

2:45 p. m. (M. S. T.)

1:45 p. m. (P. S. T.)

### The World Is Yours

The Smithsonian Program

Sundays—NBC (Red network)

11:30 a. m. (E. S. T.)

10:30 a. m. (C. S. T.)

9:30 a. m. (M. S. T.)

8:30 a. m. (P. S. T.)

# Making Things From Scratch



Background of preparation.

**O**LD TIN CANS, newspapers, discarded inner tubes, bits of gingham, and things otherwise destined for the scrap heap, become useful objects as a part of the art program in Denby High School, Detroit. Miss Beatrice Harrison, art director, emphasizes that expensive materials are not necessary to a successful handicraft program. She explains that a poster hung somewhere in the room reading, "WHAT CAN YOU BRING?" with a list of desired materials draws in enough supplies to last a year.

Heavy cardboard boxes from the grocery store, decorated by these experimental art class students, make good files for the material thus brought, which is carefully indexed so that one may find what he wants when he wants it.

Each student keeps a large notebook in which are entered chronological data, bibliographies, and other information pertaining to the particular project he has chosen. The class as a whole maintains a file of clippings, notes, and other information on all projects carried on by the unit. In this way one student seeing something pertaining to another student's project gives it to him and he in turn does likewise, thereby building up a relationship that cooperation with all is an essential part of the plan.

Before actual work is started in the classroom, however, the teacher has her students spend 2 weeks in the high-school library learning its uses, particularly that of the card catalog. This saves much time and effort on the part of the librarian later on in the year when the children actually begin work on their projects.

Because of the absence of cost of these raw materials, avenues of adventure are open to all. From old newspapers these students make papier-mâché bowls, trays, dishes, toys, and puppet and marionette heads; from a salvaged brass kettle, aluminum, and worn-out tinware—card and ash trays, flower holders, fruit bowls, and table decorations; out of old sheets and pillowcases—a decorative wall-hanging, picture map, foundations for bodies of dolls and marionettes, and rags for hooked rugs. Intriguing animals, lights for the play theater, brilliant ornaments for the Christmas tree have been made

from empty tin cans combined with cellophane, wood strips, gumdrops, etc.

The art director in this school emphasizes, as most important factors in a functional handicraft program: (1) a vast amount of opportunity for self-expression; (2) a place to express it; (3) materials and tools with which to do it; (4) clear descriptive charts hung about the classroom telling the students how to do what they want to do; and (5) a leader who does not try to teach too much; rather one who lets the children teach her.

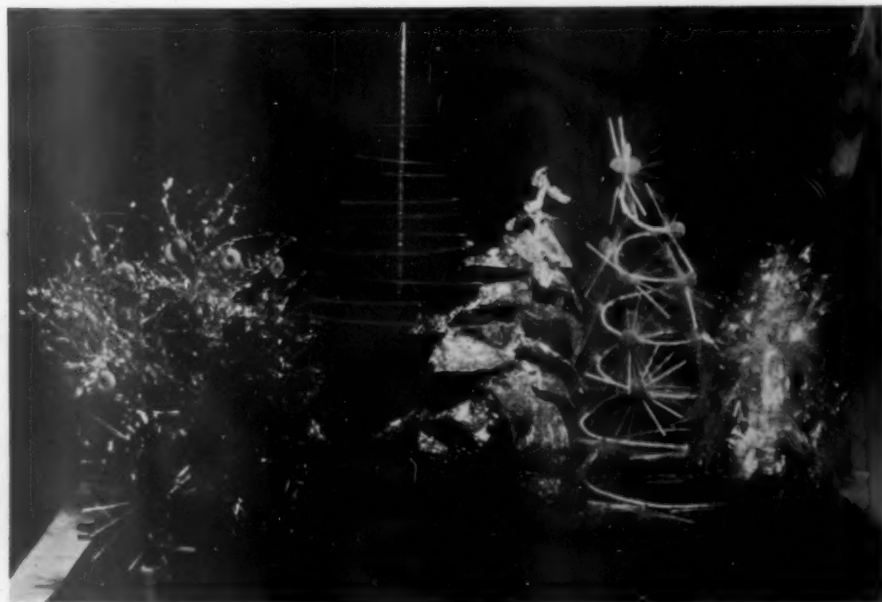
## ★ First National Conference

THE First National Conference on Educational Broadcasting will be held in Washington, D. C., at the Mayflower Hotel on December 10, 11, and 12, 1936. Eighteen organizations interested in every important phase of American education are sponsoring the conference, in cooperation with the United States Office of Education and the Federal Communications Commission.

The purpose of the meeting is to enable persons interested in educational broadcasting to discuss means by which radio may become a more effective instrument for education, both formal and informal; to serve as a clearing house for information on the latest technical and professional developments in educational broadcasting; and to enable persons representing all phases of the subject to become acquainted and to exchange ideas and experiences.

Sponsoring organizations are:

American Association for Adult Education; American Council on Education; American Farm Bureau Federation; General Federation of Women's Clubs; Institute for Education by Radio; Institute of Radio Engineers; International Council of Religious Education; Jewish Welfare Board; National Advisory Council on Radio in Education; National Association of Educational Broadcasters; National Catholic Educational Association; National Committee on Education by Radio; National Congress of Parents and Teachers; National Education Association; National Grange; Progressive Education Association; Women's National Radio Committee; and Workers Education Bureau of America.



Gumdrops and tin cans help make brilliant Christmas trees.

# Educational Census

**T**ABULATED according to an official release, the educational status of Chicago citizens of 18 years of age and over appears in opposite column.

Two questions on education were asked on the 1930 census of population, "Did you attend school or college any time last year?" and "Are you able to read and write?" But we do not know the educational status of the Nation, how many adults have attended college or have graduated, how many have attended high school or the grades, or how many have had no formal schooling. Nor has any estimate been available for any large population until recently when the educational status of Chicago's population was studied by Richard O. Lang in an elaborate research completed for the University of Chicago's sociology department.

Through a special Chicago census of 1934, Mr. Lang as codirector, secured data for such a study and for the first time in any census, a question was asked concerning the last grade completed in school for each individual. Attendance at night schools or vocational studies not a part of a regular school curriculum were not included.

From the table it is revealed that 60 percent of the city's adult population

CHICAGO'S EDUCATIONAL STATUS

Last grade of school completed	Total individuals, age 18 or over	Percentages		
		Total	Men	Women
0.....	111,071	4.7	4.6	4.8
1-4.....	161,232	6.8	7.2	6.4
5-8.....	1,161,772	49.1	49.4	48.8
9-10.....	284,698	12.0	11.3	12.8
11-12.....	420,817	17.8	16.3	19.3
13 and above.....	205,185	8.7	10.1	7.3
Unknown.....	19,703	.8	1.1	.6
All.....	2,364,478	99.9	100.0 (1,179,993)	100.0 (1,184,485)

have not been beyond the eighth grade, while only 8.7 percent have had at least 1 year of college training, and 4.7 percent had no formal schooling. The survey still further analyzes the figures into four groups as follows:

Group	Number	Average grade at leaving school
Native whites of native parents.....	711,610	9.3
Native whites of foreign or mixed parentage.....	821,901	8.4
Foreign-born whites.....	644,256	6.4
Negroes.....	175,712	7.5

Mr. Lang concludes that the educational status of adults is higher than elsewhere in Chicago, (1) among native whites, (2) in areas where the proportion of women to men is high, (3) in areas where the proportion of older people is high, (4) where the mobility of families moving from house to house is high, and (5) where families are small.

The difficulty of obtaining and the rarity of such figures make the survey of particular interest. Many would like to compare Mr. Lang's findings with those of other cities or with the Nation as a whole if estimates were available.

WALTER J. GREENLEAF

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